DOCUMENT RESUME

ED 311 929 IR 052 926

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| TITLE | Hearing on the Reauthorization of the Library Services and Construction Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session. (Kalispell, Montana, March 31, 1989). |
| INSTITUTION | Congress of the U.S., Washington, D.C. House Committee on Education and Labor. |
| PUB DATE | 89 |
| NOTE | 94p.; Serial No. 101-1. Small, broken print may not reproduce clearly. |
| AVAILABLE FROM | Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. |
| PUB TYPE | Legal/Legislative/Regulatory Materials (090) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | Adult Literacy; Construction Programs; *Federal Aid; Federal Legislation; Hearings; Library Administration; Library Automation; *Library Facilities; Library Networks; *Library Planning; *Library Services; *Public Libraries; *Shared Library Resources; Statewide Planning |
| IDENTIFIERS | Congress 101st; *Library Services and Construction Act |

ABSTRACT

This document records testimony given in the state of Montana before three members of the U.S. House of Representatives Subcommittee on Postsecondary Education on the reauthorization of the Library Services and Construction Act (LSCA). (The first and still the largest federal program of assistance specifically for public libraries, LSCA is designed to assist libraries in extending and improving services, to provide support for library construction and renovation, to promote sharing of resources among libraries, to improve support in services to Native Americans, and to promote library literacy efforts.) Prepared statements and transcripts of testimony are presented for the following individuals and organizations: Mary Hudspeth, Chairperson, Montana State Library Commission; Georgia Lomax, Director of the Flathead, Montana, County Library and President of the Montana Library Association; Richard Miller, Montana State Librarian; Amy Owen, Utah State Librarian; Phyllis Honka, library user from Helena, Montana (reading from braille notes); and Joe McDonald, President, Salish Kootenai College. Prepared statements, letters, and supplemental materials are included. (SD)

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# HEARING ON THE REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

## HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

## COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

HEARING HELD IN KALISPELL, MT, MARCH 31, 1989

**Serial No. 101-1**

Printed for the use of the Committee on Education and Labor

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# HEARING ON THE REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

FRIDAY, MARCH 31, 1989

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
*Kalispell, MT.*

The subcommittee met, pursuant to call, at 8:30 a.m., at Flathead County Public Library, 247 First Avenue East, Kalispell, Montana, Hon. Pat Williams [chairman of the subcommittee] presiding.

Members present: Representatives Williams and Unsoeld

Staff present: Patricia Sullivan, Ricardo Martinez and Michael Lance.

Mr. WILLIAMS. Good morning. I am pleased to convene this hearing of the Subcommittee on Postsecondary Education here at the Flathead Public Library and want to welcome all of those who have traveled here to join us in Kalispell to discuss an issue that is important to all of us, and that is support for our public libraries.

I want to introduce first my colleague, Congresswoman Jolene Unsoeld, who is a newly elected member of Congress from the Third District in the State of Washington. Jolene is a former member of the Washington State Legislature and was reknowned throughout her state as a consumer advocate, and is reknowned in the Congress as having been the person in Congress who was elected by the slimmest majority.

So Jolene is a landslide, as nicknamed for the remainder of this term and has, throughout her career, been very supportive of our public libraries. Jolene represents, I believe, the southwestern corner of the State of Washington.

Also, intending to join us, but because of some scheduling difficulties he couldn't be with us until later today, is another Member of our committee, Congressman Major Owens from New York. I'm sorry Congressman Owens can't be here in Kalispell. He will be with us in Missoula where we will have a library meeting, not a hearing but a meeting, and we will also tour the public library there.

I particularly would have liked to have had Major at this hearing, because in all the history of the Congress of the United States, Major Owens is the first librarian ever to have been elected to the United States House of Representatives. But he is very concerned and will be looking at your testimony and will be in Montana later today.

It is, I think, appropriate that we begin this process of rewriting the Library Services and Construction Act here in Montana. With more than 140 libraries serving the state, Montanans have access to more than two million books statewide; and that number, of course, increases significantly when one considers access to other volumes through the inter-library resource sharing programs.

Mark Twain once said, "A person who doesn't read good books has no advantage over the person who can't read at all."

The people of this state read. We have taken great advantage of our libraries. We are avid readers. Each Montanan reads about five books a year, on the average. I think it has to do with the length of our winters, Jolene.

Given, however, that the State of Montana does not provide funding for our public libraries, federal library funds have become critical in providing appropriate access and quality to these institutions.

LSCA funds also support some special programs right here in Kalispell. With the help of the VISTA Literacy Corps volunteers here in Kalispell, this library has taken the lead in a county-wide volunteer literacy program, and I am pleased to remind each of you that the idea of a National Literacy Corps was raised here in Montana, and I was pleased to raise the federal legislation that authorized its creation.

With the $12,000 received under the LSCA Literacy Program Grant, the Flathead County Library coordinates overall literacy efforts by providing space, materials and support for literacy volunteers.

Today we begin the important process of rewriting the Library Services and Construction Act. LSCA was the first, and continues to be the largest, federal program of assistance specifically for public libraries. The Act is designed to assist libraries in extending and improving services, to provide some support for library construction and renovation, to promote sharing of resources among libraries, to improve support in services to native Americans, and to support library literacy efforts.

We will hear this morning from a wide variety of witnesses, including our neighbor, the State Librarian of Utah, other librarians, including our own State Librarian, trustees and citizens.

I assume you will all have a little different perspective on these programs, and we look forward to learning from you about LSCA and its importance in supporting your home state efforts.

Our work this morning marks the beginning of a process that I hope will lead us to a new Library Services and Construction Act. The subcommittee is interested in hearing your views as to what this Act should look like when we are done with our work.

We welcome your comments or suggestions as to how the Act might be modified to better serve your needs and the needs of those you serve. Or if it is the case that the law works quite well as it is and you would prefer that we leave it alone, we need to know that, too.

Finally, our committee is interested in your response to the recent efforts of President Bush to terminate this program in September, six months from now. The Library Services and Construc-

tion Act has many other friends, both on this subcommittee and in the Congress and throughout the country.

It is my hope that this reauthorization process will only strengthen that friendship, as well as develop a better understanding of just how successful the LSCA programs have been in creating a very strong system of public libraries throughout the United States.

Mrs. Unsoeld.

Mrs. UNSOELD. I don't believe I have anything to add to that, except that all kinds of emotions are stirred being here. My husband and I spent seven summers in the Tetons with our four children living in a tent while he was a mountain guide. A lot of memories started coming back as I drove through here last night and this morning.

It is nice to know that here, too, libraries are really supported, because I can't think of any better way for everyone to have an opportunity with the best literature, with the least cost.

There is no reason for any of our youngsters, when we have a good library, to not have gotten exposed to reading on their own. You people who support your local libraries are the ones that help make that possible.

Mr. WILLIAMS. Thank you very much.

Our first panel will be made up of Mary Hudspeth and Georgia Lomax. If you will, please come forward. Mary Hudspeth is the chairperson of the Montana State Library Commission and is in Libby, Montana?

Ms. HUDSPETH. That is correct.

Mr. WILLIAMS. And Georgia Lomax is the Flathead County Librarian and is here in Kalispell. We are delighted that you both agreed to be the leadoff witnesses in what will be a full congressional effort toward the reauthorization of this Act.

Mary, why don't you proceed?

**STATEMENTS OF MARY HUDSPETH, CHAIRPERSON, MONTANA STATE LIBRARY COMMISSION; AND GEORGIA LOMAX, DIRECTOR OF FLATHEAD COUNTY LIBRARY AND PRESIDENT OF THE MONTANA LIBRARY ASSOCIATION**

Ms. HUDSPETH. Thank you. Mr. Chairman and Representative Unsoeld, I am Mary Hudspeth from Libby, Montana, and I am the current Chairman of the Montana Library Commission. I am one of the five citizen members appointed by the governor.

This is my seventh year on the commission and my fourth as chairman. It has been our consensus to invest LSCA money in those programs and in those libraries which would bring better and most cost-efficient service to all patrons and to provide workshops which educate libraries, board members and officials involved in financial support of libraries.

We think that a citizen's access to information should not be determined by geography and that libraries should not appropriate technology to obtain desired information. While Montana is a large geographic area with a relatively small population, the commission supports the premise of equal assess to information from Eureka to Ekalaka.

The LSCA Advisory Committee evaluates a number of programs and suggestions for the use of LSCA funds. From their deliberations, they define and refine and bring their recommendations to the commission. As you might suspect, there are many more applicants than funds, many more suggestions than programs that could be supported, more needs than we can meet.

During these past years, we have made progress in providing library service to all our citizens. While others today may refer to the types of programs which were initiated and completed, I want to focus on those areas which we have yet to address.

The following are examples which are still on a waiting list for consideration to be funded: Grant proposals for automation projects for public libraries; retrospeculative conversions of holdings for Montana libraries which are not now WLN affiliated; coordinated collection development grants, commonly known as buying books; cooperative automation projects which might link larger public libraries or link smaller libraries with larger ones; development and expansion of literacy programs; funding an 800 number for large libraries to enable smaller libraries to call in; proposals to strengthen the film library at Butte; grants to support library service at the institutions; acquisition of depository collections for patents at Montana Tech; loading the Montana Law Library archival tapes into the WLN base and others.

Since we have no library school in the state, we must rely on others to come to Montana and share their expertise with us. An area which has been on the list since I joined the commission is just now being partially funded, providing an opportunity for professional development for librarians.

However, we have yet to focus on continuing education for the number of librarians who need additional training and workshops so that they may enhance their library skills. During this our centennial year, we look forward, as well as back. And we have yet to focus on preservation of library materials so sources might be available for future Montanans.

During my service on the commission, the goal has been to use LSCA funds as a investment, a sharing between LSCA and the local library. Pilot projects often show the way for others to benefit from original programs. We have seen many changes and much progress in the use of technology, the sharing of resources, the cooperation among librarians and libraries, which all result in cost-effective service to the patrons.

However, it has been disheartening to say no to proposals which would enhance service, train library workers, educate trustees, advertise library service, and acquire technology so that those in library service can use their time and talents more efficiently and better serve our citizens.

Some view libraries as information centers; others as a place for recreational reading or viewing, some as a learning center, while some view libraries as serving other roles and functions. Whatever the perspective, the growth and development of many libraries in Montana is the direct result of an investment of LSCA funds. While encouraging use of appropriate technology, the development and sharing of resources, this partnership has linked LSCA support to strengthen the local community library. But we have just begun.

Mr. WILLIAMS. Thank you very much, Mary.

[The prepared statement of Mary Hudspeth follows:]

Mr. Chairman, Members of the Committee: I am Mary Hudspeth from Libby, Montana and current Chairman of the Montana Library Commission, one of five citizen members appointed by the Governor. This is my seventh year on the Commission and the fourth as Chairman.

It has been our consensus to invest LSCA monies in those programs and in those libraries which would bring better and more cost efficient service to all patrons, and to provide workshops which educate librarians, board members, and officials involved in financial support of libraries. We think that a citizen's access to information should not be determined by geography, and that libraries should use appropriate technology to obtain desired information. While Montana is a large geographic area with a relatively small population, the Commission supports the premise of "equal access to information," from Eureka to Ekalaka.

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Since we have no library school in this state, we must rely on others to come to Montana and share their expertise with us. An area which has been on the list since I joined the Commission is just now being partially funded...providing an opportunity for professional development for librarians. However, we have yet to focus on continuing education for the number of librarians who need additional training and workshops so that they may enhance their library skills. During this, our Centennial year, we look forward as well as back. We have yet to focus on preservation of library materials so sources might be available for future Montanans.

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However, it has been disheartening to say no to proposals which would enhance service, train library workers, educate trustees, "advertise" library service, acquire technology so that those in library service can use their time and talents more efficiently and better serve our citizens.

Some view libraries as information centers, others as a place for recreational reading (or viewing), some as a learning center, while some view libraries as serving other roles and functions. Whatever the perspective, the growth and development of many libraries in Montana is the direct result of an investment of LSCA funds. While encouraging use of appropriate technology, the development and sharing of resources, the partnership has linked LSCA support to strengthen the local community library.

But we have just begun.

Mr. WILLIAMS. Jolene, Georgia, as you know, is a citizen not only of Montana, but of your State of Washington, as well. So we are both equally blessed this morning.

Georgia?

Ms. LOMAX. Thank you, Mr. Chairman, Congresswoman Unsoeld. My name is Georgia Lomax. I am Director of the Flathead County Library System here in Kalispell, Montana, and I am President of the Montana Library Association.

Thank you for this opportunity to speak in favor of reauthorizing LSCA. I guess the most important thing that I can tell you from the perspective of all the library people in Montana and the people we serve is that LSCA does a lot of good for a lot of people in a lot of different ways. It would take a marathon hearing to even describe the variety of things we do with it and how it helps improve our library services to our communities.

Each project is different, because each community is different. We tailor them to make sure they do the most good wherever this money is used. So I'd just like to take a moment to tell you about a few of the LSCA projects that have made a difference to Montanans in the recent past.

Marion, Montana now has a public library, in addition to its country store and post office, its grade school and its volunteer fire department. Service began there just seven weeks ago, and in the 100 hours that it has been opened to the public, more than 200 people have used it.

LSCA helped the Marion School and the county library combine their resources in an effort to make the most of what they have. By sharing the school's library facility and each institution contributing staff and books to the effort, we were able to afford a public library to a community that did not have one in the past.

The two institutions are now in hot pursuit of a second LSCA grant, this time to construct a new building. We have found that it is obvious that the school facility is not going to handle the local demand for information. So that's my job after you guys leave today, is to finish up that grant. Without the help of LSCA, the building would not be possible, nor would that library service.

In 1986, 13 counties in southeastern Montana banded together in a pilot project for a multi-library service. This service allows everyone to use whatever library is most convenient to them. It knocks down those restrictions set by county and city residential boarders.

It was real important, for instance, to people living in Rock Springs, Montana. If they wanted to use the library, they had to drive 80 miles to their county library. With multi-library service, they also have access to libraries in two neighboring counties that are also much closer. Now they can go 80 miles to their county library, or they can go 35 miles of 48 to two other county libraries.

It is real important to have access easily. The boarders that we put up as governmental agencies are not always meaningful to the people we serve.

LSCA is also helping Montana communities address the overwhelming problem of illiteracy. Flathead County's program began in January 1988, with the help of LSCA funds. Since then, 111 community volunteers have taken the 20-hour training sessions to

become tutors. There is also 182 currently on the waiting list, and we get more joining each day.

We have tutored 116 adults who needed help with their reading and writing skills, and right now there are 21 of them waiting to be matched to a tutor. I think the students and their families speak best for the importance of LSCA funded library literacy programs.

The wife of one of our students sent you a letter recently, and this is a little excerpt from it:

"My husband seems happier now that he is trying to improve his reading and writing. Last evening we sat together and we read instead of having the TV on. Our three daughters even noticed the difference in their father's personality brought on by his own self-pride and satisfaction. Thanks again for opening the door for my husband."

LSCA literacy programs around the state are improving lives and the quality of life in our communities such as this. In times past, communities relied solely on the resources available in their local library. With the aid of LSCA funds, Montana librarians have entered information about the books and resources that they own into a regional computer data base, the Western Library Network.

Now, if a book that you request isn't owned locally, the librarians will search this data base, locate another library that owns it, and we will borrow it for you. So even though we may not be able to afford it, we may not have the room to house it, it is still available to you.

There are 96 Montana libraries that have added more than 1.6 million items to this data base already. They joined their holdings with those of libraries around the country to share and to improve access to information for our communities.

Today's economy doesn't allow libraries to be everything for everybody. We carefully choose what we offer, what we add, and what we expand. Even services we know that are vital such as literacy programs, a lot of those are out of reach for a local library's budget.

With help of LSCA, library services around Montana have been created, expanded and improved. LSCA has begun long lasting and innovative projects that weren't possible on local funds alone, yet were much needed by the members of our community.

We live in a society where information makes anything possible, whether it's starting your own business, advancing your education, or just enjoying a good story with your child. LSCA is an important and wide-reaching program. It helps assure everyone access to this valuable commodity.

The Montana Library Association would urge you to reauthorize LSCA, to strengthen it, and to continue to fund it. LSCA plays a vital role in making information available to the members of our communities. Thank you.

[The prepared statement of Georgia Lomax follows:]

FLATHEAD COUNTY LIBRARY
247 First Avenue East • Kalispell, Montana 59901-4598
(406) 756-5690 • (406) 752-5300 Ext. 357
• Telefax (406) 755-4044

TESTIMONY FOR REAUTHORIZATION OF LSCA
Subcommittee on Postsecondary Education
House Committee on Education and Labor
Representative Pat Williams

March 31, 1989, Kalispell, MT

Mr. Chairman and members of the Committee:

My name is Georgia Lomax. I am director of the Flathead County Library System in Kalispell, Montana, and President of the Montana Library Association.

Thank you for the opportunity to speak in favor of reauthorizing the Library Services and Construction Act.

LSCA grants are critical in the efforts of libraries to provide all citizens with access to the information they need. LSCA grants help us improve and build on existing library facilities and services, and give us the opportunity to try innovative ideas that will benefit the communities we serve.

In Montana, the small population, large service areas, and current economic situation, make it impossible for local governments to provide for all the services and facilities our communities demand. Despite this, with the help of LSCA, it becomes possible for libraries to build new facilities or make them accessible to the physically disabled, to obtain and use technology to improve services, and to find new and innovative ways to provide needed services.

LSCA funds many different projects. Each one is unique to the needs of the particular community, and yet each one is similar in that they reach out to the inadequately served. The following examples are just a few ways LSCA has reached Montana citizens and improved their access to information, library resources and services.

LSCA funds helped create the newest branch of the Flathead County Library System in Marion, a small town 20 miles to the west of Kalispell. It has a grade school, a volunteer fire department, a country store/post office, and a tavern. Marion is at the hub of a 835-square mile area. A $15,000 LSCA grant initiated a cooperative project between the County Library and the Marion School, which resulted in the opening of a public library in a community that had not had one before.

Without the sharing of the human, financial and physical resources of the School and County Library that came from this grant, the Marion Branch Library would not be affordable. To maximize the resources available from the two institutions, the school provides the facility, staffing during school hours, and library materials for age levels up to grade 8. The public library provides staffing for evening and weekend hours, and material for adults and young adults.

The grant helped purchase the initial core collection for the new library, and equipment such as a phone, copy machine and telefacsimile.

After only seven weeks of operation, the Marion Branch is a well-used resource for the community. The first informational program drew an audience of 40, and more than 200 people have used the Library during the first 100 hours it has been open.

The school and library will be able to continue this service in the future, and make efficient use of their tax money while extending the library services to the Marion community. This project could not have begun without LSCA.

LSCA reaches and makes a difference for many people. In 1986, an LSCA grant in southeastern Montana funded a pilot project that was so successful, it not only continues today, but developed a service that our state legislature is considering for funding on a state-wide basis.

The MultiLibrary Service project let people in 13 counties use the library most convenient for them, regardless of where they lived. Before this service began, someone living in Rock Springs, Montana, had to drive 80 miles to their county library. MultiLibrary Service now gives them the option of using libraries that are outside their county, but closer, including one only 35 miles away and another 48 miles away.

During the grant, nearly 1000 people registered to use the service, and more than 2000 books were borrowed. A $13,000 LSCA grant made it possible.

LSCA also is helping Montana communities address the overwhelming problem of illiteracy. An LSCA grant established a program in Flathead County that coordinates literacy efforts among local agencies, and plugs the holes that exist. The Flathead County program began in January 1988, and since then, 111 tutors have taken the 20-hour training (182 are on the current waiting list, with more joining each day). One hundred sixteen (116) adult learners have been tutored, and 21 currently await a tutor.

The students and their families speak best about the importance of LSCA-funded literacy programs. The wife of one student wrote to tell us, "My husband seems happier now that he ... is trying to improve his reading and writing. Last evening we sat together and read instead of having the TV on. Our three daughters even notice the difference in their father's personality brought on by his own self-pride and satisfaction. Thanks again for opening the door for my husband ..."

LSCA money for library literacy programs is improving the lives of many people through similar projects around Montana. According to U.S. Department of Education figures, 70,000 adults in Montana are functionally illiterate. Montana's total population including all ages is about 809,000.

Functionally illiterate adults cannot take a driver's examination, fill out a job application, or read the instructions on a prescription label or a frozen pizza box. Illiteracy is not the problem of one person. Its effects touch the family, members of the community, the local economy and everyone's quality of life.

Building projects and major capital expenditures are nearly impossible for any library without additional funding from sources

outside the local budget. Each year libraries in Montana take advantage of LSCA construction grants. From requests for $2000 to improve energy efficiency by replacing windows, to $70,000 to build a new library, these grants make facilities more accessible and efficient, and increase the comfort of library users.

In the past, libraries were often kingdoms unto themselves. The people they served were limited to only what was available or affordable in their own community. LSCA has helped widen this view, as libraries now tap the wealth of information available beyond local limits as well as using those close to home.

With the aid of LSCA funds, Montana librarians entered information about their collections into a regional computer database so materials could be shared with all residents of the state, and beyond. More than 1.6 million library books and resources have been entered into this database by 96 Montana libraries. The numbers grow daily.

Today, information seekers are not limited if they choose to live in a small, rural area. If information they need is not available locally, it can be borrowed from another library located through this database. Librarians can now look for answers beyond their local shelves, so that regardless of the local collection, and the local budget, our patrons' access to information is not limited.

Today's economy does not allow libraries to be everything for everyone. We carefully choose what we offer, what we add, and what we expand, based on the needs of the people we serve and financial constraints. Even services we know are vital, such as literacy programs, are out of the reach of many local budgets. LSCA has created, expanded and improved library services around the state. It has let us begin long-lasting projects not possible on those local funds alone.

We live in a society where information makes anything possible, whether it's starting your own business, adding to your education, or just enjoying a good story with your child. LSCA is an important and wide-reaching program that helps assure everyone access to this valuable commodity.

The Montana Library Association urges you to reauthorize LSCA, to strengthen it, and continue to fund it. LSCA plays a vital role in making library and information services available to all members of our communities.

Mr. WILLIAMS. Well, thanks to both of you.

Georgia, if the Congress decided to follow the Administration's request and end this program at the conclusion of the fiscal year, I assume there would be some fairly immediate effects on this library, along with, of course, some long-term effects. Could you describe those to us?

Ms. LOMAX. Besides sending us all into a depression, hopelessly, we have a lot of plans for the future. Our community is very supportive of libraries, very interested in what we can do. We aren't able to start a lot of programs just out of our own budget. We are able to maintain what we have started.

For instance, with the Marion Branch Library, we needed the initial help with the larger start-up costs. We are looking to automate our library system and join in with our community college school libraries in the area to again provide more access to information. That's not going to be possible strictly on what our local budget can handle. Without the possibility of grant money to help us, I am not sure what we would do is just sort of keep dreaming about it and doing the best we can.

LSCA, for instance, helped us expand this library to the size it is. Over at our reference desk there, that used to be a hole in the floor that was unusable. It was real nice at Christmastime when we could put in a two-story Christmas tree, but it really cut into the room for us to house books and to provide service.

We used an LSCA grant to hang the floor and build the desk and provide more room for people to use the library. I guess without LSCA, we don't have the opportunity to try some innovative new ways to provide service to our communities that we just couldn't on our own, but that we think in the long run will provide better and more efficient and more cost-effective service.

Mr. WILLIAMS. Mary, how do LSCA funds leverage other funds?

Ms. HUDSPETH. There is a variety of proposals. Primarily, it is establishment that there is a grant, there is a participation. It is not a free giveaway in that sense.

But I would like to mention—to follow up on Georgia's comment on a larger picture—one of the commitments that the state has made to the reorganization of the Western Library Network, which we are all heavily involved in for resource sharing, has been a financial commitment,

You mentioned earlier about the lack of state support for libraries, as well as local support. If President Bush's suggestions were carried out, I would have very little idea where the state could continue to make the financial commitment that we have already made to the Western Library Network.

That would, in a sense, bring a halt to all of the resource sharing inter-library that we have so carefully constructed over these past eight or ten years. That's one of the major uses we are seeing for LSCA funds at this time for resource sharing.

Mr. WILLIAMS. I think we all recognize the shortfall available of federal dollars to adequately fund all of the great needs that each library and each state has.

Mary, you mentioned just nine things that continue to wait because of a lack of funds. But outside of that request, that is for more money, is there anything specific that you would like to see

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changed in the current Act which, in your opinion, would allow it to better serve states like Washington, Idaho and Montana or Utah, communities like the ones you live in?

Ms. LOMAX. Boy, tough question. I think something I would like to emphasize is as you look at the Act, to remember that information changes; how we provide information changes; what libraries do changes constantly and frequently. If it can be as flexible as possible, so that we can be sure that we can use the grant money to be doing what our communities truly need us to be doing rather than, perhaps, something that was great last year but it is past and we're moving on.

Mr. WILLIAMS. Is there not enough flexibility in the current Act?

Ms. LOMAX. I think—I haven't had any problem with it, with anything we have wanted to do. For instance, like I said before, we are looking to automate. We are finding it is very difficult to find funds to help us do a basic automation project. We need to get our library operating on this system.

There is lots of interest in research into automation and other things like that. But until we get this first step out of the way, we can't even think of that. We're still at the basic level, and a lot of Montana libraries are at the basic level. We are happy, I think, that all of them have phones now.

Ms. HUDSPETH. I was going to mention that. I am not sure that is true, but that has been on our wish list, to have each public library have their own phone for reference and information service, and that has been a long time coming.

Ms. LOMAX. And so we want to get them a phone before we worry about getting them a Telefax machine.

Ms. HUDSPETH. Two things I would like to mention. My wish list here was not to say that we need more, more, more, more, more money, although that would be nice. I think librarians generally don't mind taking their turn, as long as there is a turn coming, as long as there is the process to continue.

I guess the other concern is that the LSCA recognize the unique problems that might be available in the west, Montana particularly, Washington, Idaho, and some of the other rural communities.

We see pilot projects, for instance, of document delivery systems in large urban areas where they run vans and this kind of thing, and that does not apply here.

It is difficult to run a van for information from Missoula to Glendive. It is not cost-effective. So as long as the LSCA proposals continue to focus on the unique needs that we have and can work with that, I think it's appropriate.

Mr. WILLIAMS. I have one other question. Georgia, you mentioned the grant application that you will be working on when you leave this hearing. Tell me more about that.

Ms. LOMAX. Basically, the Marion Branch Library, which has just started, is in a basement in a grade school building. We have cleared out a corner where we have added an adult collection of fiction.

Mr. WILLIAMS. Well, tell me where it is. Where is the building?

Ms. LOMAX. The building is in a school. It is a school library.

Mr. WILLIAMS. It is in the school library.

Ms. LOMAX. We are providing public library service out of a school library, so that they provide collection for people up to eighth grade level, and we add on top of that. We add on some evening hours and some weekend hours. They keep it open during the day.

So for just a little bit of money from each of us, and building on what we already have, we have opened the library.

Mr. WILLIAMS. How many people does the library serve?

Ms. LOMAX. We figure it serves about an 835-square-mile area out there. We figure, based on voters' registration, school registration, the latest census information, that there's around 15, 1,600 people out scattered all over the area. It serves not only people in our county but crossed into neighboring counties where, again, it is the closest thing for them to come to.

Mr. WILLIAMS. Be sure you share information from the application with me when you make it.

Ms. LOMAX. Great. I'd love to.

Ms. HUDSPETH. Incidentally, there are five other—five other, six other, whatever, Richard may correct me, sites in Montana that were given LSCA grants to provide the same service, to expand a school library into a public library in an area where there were no public library facilities, and we found it to be very successful.

Ms. LOMAX. In the past, they were often served by bookmobiles, but bookmobiles are very expensive, and very few of them left. And so we're looking at new ways to keep extending our services where they need us.

Mr. WILLIAMS. Jolene?

Mrs. UNSOELD. Very interesting.

Mr. WILLIAMS. We want to thank both of you very much. You've been helpful.

Ms. HUDSPETH. Thank you.

Ms. LOMAX. Thank you.

Mr. WILLIAMS. Before we go on, I want to note that the Friends of the Library have provided doughnuts and coffee, and I don't see anyone taking advantage of it. So before we go to Panel Two, let me break to see if some of you, including myself, need a refill, and Jolene, and that maybe you would like to grab a little breakfast while you are up there; and then we will proceed in a couple of minutes.

Don't you know this is the library? You're supposed to be quiet. At least that is how it was when we grew up. Shhhhhh. Remember that?

We've received several dozen letters from citizens, including Montana's young citizens, that they have requested be made part of our hearing record. Without objection, those will be included in this morning's hearing. We are very pleased that people would take the time to give us their view as to the importance, if that's how they view it, of this Act to their library and the library services of the surrounding area.

[The information follows:]

Kootenai County Libraries
5920 Government Way
Coeur d'Alene, ID 83814-9260

28 March 1989

Representative Pat Williams
Subcommittee on Postsecondary Education
Committee on Education and Labor
U.S. House of Representatives

Dear Representative Williams and Members of the Subcommittee:

Thank you for the opportunity to present testimony on the role of LSCA in the local community. Kootenai County Libraries, a library district encompassing 1200 square miles and serving 38,500 people in Kootenai County, Idaho has benefited directly and indirectly from LSCA funds for the past 12 years, since the formation of library districts in Kootenai County.

LSCA funds were used to help support the local Regional Library and its Director/Consultant, who was extremely helpful in getting the library districts established in Kootenai County. In 1976, two districts were formed. After cooperating together for nine years, the two districts consolidated in 1985, also incorporating two city libraries into the district in the process. This consolidation was greatly helped through three $10,000.00 LSCA grants which allowed the consolidated libraries to offset the initial one-time costs of such consolidation.

Three years earlier, in 1985, the first municipal library/district library consolidation in the state of Idaho happened in Kootenai County, and set a precedent for the state. LSCA funds played an indirect role in this consolidation, through a computer system, purchased with the aid of LSCA funds. Use of this computer system which links many of the libraries in the county, fostered the cooperative feelings which made consolidation possible.

Taxpayers and library patrons in the county have much better library service through the various LSCA grants which the library has obtained. Electronic mail, access to interlibrary resources through compact disk technology, computer networks, a video cassette lending circuit, cooperative collection development for business resources are some of the programs which have been made possible through the LSCA. Patrons in Kootenai County are able to use any library in the county (a universal library card concept) through the cooperation fostered by the various projects which LSCA has helped support. Many innovative services are available to patrons in this rural county such as access to national databases, access to the two plus million library

records of the Western Library Network, of which Kootenai County Libraries is a member, and courier delivery of requested materials. These services have been proven and are supported by the libraries using them; LSCA grants made the pilot projects possible to allow the libraries a chance to test new ideas and technologies.

Idaho is one of six states which provides no state support for public libraries. The LSCA funds, administered by the Idaho State Library, are the only way that most Idaho public libraries are able to try new technologies, provide new capabilities and test innovative ideas for library services. Budgets are tight, staff time is limited, and without the additional funding of LSCA, very few Idaho Libraries could afford to take the risks that pilot or experimental projects require.

LSCA funds have worked for Kootenai County Libraries; patrons in the county have more efficient, more varied and more innovative library services through the use of LSCA grants than if no funds had been available.

Thank you again for the opportunity to provide input on this important piece of library legislation. If there are questions I could answer, please do not hesitate to call 208 772-7648 or write to the above address.

Sincerely,

John W Hartung
Co-Director
Kootenai County Libraries

Lincoln County Free Library
[redacted] WEST SIXTH STREET
Libby, Montana, 59923

[redacted]
LIBRARIAN

7 April 1989

Representative Pat Williams
House of Representatives
Washington, D.C.

Dear Pat:

Thank you so much for your letter inviting me to send in a testimony for the Kalispell hearing inclusion on the Library Services and Construction Act.

Enclosed is a copy attached for your files and one to be included in the record as you suggested.

We appreciate what you do for education and libraries--I wish more were like you.

The I 105 in Montana has really strapped us and we are suffering financially.

Thank you again and best wishes.

Sincerely,

Inez R. Herrig,
Librarian

Lincoln County Free Library
[illegible] SIXTH STREET
Libby, Montana, 59923

[illegible]

STATEMENT REGARDING REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

By: Inez R. Herrig, Librarian, Lincoln County Library, Libby, Montana

Having been librarian since 1929, it has been my privilege to watch the progress of Montana libraries. Until the fifties when the Library Services and Construction Act was enacted and funds became available, our State had comparatively few professional librarians with degrees. There were several towns with Carnegie-built buildings, but many had small quarters with limited funds and devoted "tenders" of books as staff. Even the State Library had small quarters provided by the University of Montana. The Boards and Staffs were eager and courageous, but many were unaware of the possibilities in the library world.

Then came LSCA like a fresh wind--exciting many, startling some and waking up others.

What has happened?

The State was divided into six regions, voluntary federations, with a large library in each as a headquarters library.

The State Library moved into less cramped quarters, the third move being into the new building on the State Capitol complex. The State Library and the State Library Commission have given strong leadership and support to all the public libraries, and have cooperated with school and special libraries.

Workshops have been given both at State and Federation level on book selection and collection development; reference books and how to use them; the need for the library to be a community information center; computer use in the libraries in circulation, reference and business departments; and housekeeping details such as mending.

New libraries have been built, some have been remodeled; new furniture and many needed books purchased.

Interlibrary loan has mushroomed. We have learned that it is no longer as important who owns a book as who gets to use it. The sharing of materials has been a life-giving function to the smaller libraries and a convenient tool for the large ones as well.

Libraries are becoming more vibrant, exciting and important to our community life. We have the vision, but we have a long way to go. Montana still needs help.

We fervently hope the LSCA wil be reauthorized!

Inez R. Herrig

Lincoln County Free Library
[illegible] SIXTH STREET
Libby, Montana, 59923

[illegible]
[illegible]

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Libraries are becoming more vibrant, exciting and important to our community life. We have the vision, but we have a long way to go. Montana still needs help.

We fervently hope the LSCA wil be reauthorized!

Inez R. Herrig

Associated Students

**Flathead Valley Community College**
Number One First Street East, Kalispell, Montana 59901 (406) 752-5222

Honorable Pat Williams
U.S. House of Representatives
Washington, D.C.

March 30, 1989

Dear Congressman Williams:

We are advised that the Library Services and Construction Act is being considered for reauthorization by the U.S. Congress.

As you know, we have a multi-type library here at Flathead County, which is used by the public and students of Flathead Valley Community College. The students benefit tremendously from these library resources in their educational careers.

On behalf of the student body, and by direction of the Student Senate of the Associated Students of Flathead Valley Community College, we urge and encourage you to vote for the reauthorization of the Library Services and Construction Act.

Thank you,

Sincerely yours,

ASSOCIATED STUDENTS

Tim Berg Jr.
Vice President, ASFVCC

pc:
Howard Fryett, President
Loraine Bundrock, Director of Student Services

**Flathead Valley Community College**
Number One First Street East
Kalispell, Montana 59901 (406) 755-5222
3-30-89

Honorable Pat Williams
U.S. House of Representatives
Washington, D.C. 20515

Dear Congressman Williams:

As you consider ways to rewrite the LSCA Act, please give some thought to the following suggestions:

1. Keep the criteria, instructions and guidelines SIMPLE. Most folks in library management positions go pale when faced with the mountains in instructions, directives and assurances that are required for the application to be properly completed. Add to that the State forms that need to be filed and we have created a monster that few enjoy tangling with. Simplify the process.

2. Consider allowing other agencies, such as our community college, to be eligible for LSCA funds in conjunction with nearby public libraries. We are always encouraged to share resources and consolidate operations but school and college libraries are left out of the funding to make this happen. This is especially important in Montana. Provide a clause in the eligibility statement that would permit the use of LSCA money by local schools or colleges IF THEY HAVE BEEN FORMALLY DESIGNATED AS BRANCHES BY CONTRACTUAL ARRANGEMENT with the local public library. Our FVCC Library operates as a de facto public library in that we serve ANY patron. Yet we are excluded from funds for actual construction, remodeling, etc.

Thanks for considering these suggestions. And thanks for coming to Kalispell to conduct this hearing. As always, we appreciate your support for libraries.

Respectfully,

Michael J. Ober
College Librarian

cc/mjo

Congressman Williams, I am pleased to testify for continuance of the Library Services and Construction Act. In previous years, I have also appeared before this same committee in favor of the act.

I am Margaret S. Warden of Great Falls MT, a former Montana State Senator and former member of the National Commission on Libraries and Information Science. I support LSCA. This act received no budgetary funding in President Reagan's budget. Instead, the Library Improvement Act, proposed by the Department of Education, would take the money formerly directed for LSCA. LSCA has no money in the 1989, nor in the 1990, budget under Public Library Services. Public Library Construction; Interlibrary Cooperation; Indian Library Services' Foreign Language Materials; Library Literacy program under the Higher Education or HEA Act; College Library Resources; Training and Research; Research Libraries and College Library Technology are listed with no budget funds for 1989 or 1990.

This is a case of changing the name and focus of a program that has been successful for many years in all our states. I feel that we should not "fix it if it ain't broke".

Authorization of LSCA must be done this year so that the funding process will be completed by 1991 to continue the Act.

I am vitally concerned with the preservation of our historical records. I am especially pleased that you, Mr. Chairman, have shown leadership and concern with the brittle book problems. You have held hearings on this issue. You are aware that acidic nature of paper used for books, magazines, newspapers and government records for more than a century will self-destruct. Paper turns yellow and brittle and will literally break down and crumble with use.

Of course, many books and magazines in our Montana libraries wear out from use and are discarded before this happens. Many titles, reports and documents should be preserved for their value as important sources for political or social history, local community or state history or for their legal value. Although some of our early federal government records predate the era of acidic paper, our entire written history is at risk.

I appreciate your role in calling attention to this national problem and, like you, believe it must not happen. I am sure it was with your help that preservation efforts of the National Endowment for the Humanities was increased from $4.5 million to $12.5 million this year. This will provide a much needed boost to the preservation microfilming efforts of research libraries.

The Montana State Library has a role in assisting all libraries and archives in the state to tackle the preservation problem.

As a member of the National Commission, I have a national perspective on libraries. I have visited the Library of Congress and seen the vital documents that need preservation. I have talked with librarians in all parts of the U.S. They ALL need assistance in coping with the preservation problem. What about libraries that have suffered flood or water damage from sprinkler systems or those who have suffered fires, earthquakes or natural disasters like hurricanes? In the southeastern libraries mold, mildew and insects are a problem. What environmental conditions and storage materials can prolong the life of printed matter such of photographs, films, computer disks and the like?

Mr. Chairman, as a leader in your field of education and Chairman of the Postsecondary Education Subcommittee, can you translate your

interest on the issue of preservation into practical assistance through LSCA? Montana serves all citizens of the state from the blind and handicapped, prison inmates, Indian colleges, small towns and larger cities under the Montana State Library Commission and the State Library. There is the need to up-grade handicapped facilities and changes in the population will require new buildings.

Funding under LSCA Title I now allows Montana to have pilot programs whose main thrust is to provide library services to small and rural areas, expand existing buildings and enhance collections through buying services of the Washington Network. We are the fourth largest state and have great distances between towns and cities. We can provide literacy programs and bring services to remote towns and areas. Montana's federation system covers the state and, before LSCA, many localities off the beaten track and main highways had little or no service. The libraries in small towns serve as community information and referral centers.

Since 1983, Montana has received $3,132,486 from LSCA grants. Some of the projects include School-Public Demonstration grants; Reference Workshops in five Federation; Government Documents and Library Development in Cooperative Collection Development; Public, Academic Library meetings; Recon-last copy fiction pool at Livingston; Polson, Choteau and Laurel library buildings; Access studies between public libraries and school libraries where there is no public library; conversion of 113,741 titles to computer readable records and for addition of these titles to Western Library Network data base in Great Falls Public Library Retrospective Conversion. CD-ROM Technology for Montana libraries allows each Federation to have school and public libraries in the area and an academic and special library to receive

Western Library Network data base of four and one half million records from six states on laser disks. Thirty-two percent of LSCA funds support the state library. Forty years ago the State Library budget was a little over $10,000. I have seen Montana come from the dark ages. I now see all the 56 counties of the state receive library service, through the benefits of LSCA. School, public and academic libraries as well as special libraries all have become information centers. This "can do" program has brought my state into the twenty-first century!

There is a platform for discussion on the improvements of technical amendments as are needed to meet urgent needs or to improve efficiency. The proposed WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES can promote a forum for LSCA-HEA.

I served on the Advisory Commission to plan the first White House Conference in 1979. Great strides were made in the library and information fields when the National Commission on Libraries and Information Science called this conference together uniting all types of information and library sections.

Polson, on the shores of Flathead Lake in Western Montana, just completed a herculean task raising $164,000 in a community of 3,200 people to build a new library. No tax money was used for the project and the 10,500 square foot building will be open on April 15. Yes, they built the new building but will need LSCA funding to provide their goal of a computerization project for the library to have a county-wide and reservation-wide library sharing system. Because the library drew state-wide attention, library groups from Lewistown and Belgrade visited the site to see the library and asked the Polson Friends Chairman, Don Bartell, to visit their towns and explain the

effort behind the project.

Montana is known for doing "what can't be done" and this is a shining example.

When I asked James Heckel, Director of the Great Falls Public Library, what was the most important item that was made possible by LSCA, he replied that the Laser Catalog and Rom Disc which contains bibliographic records of 3 1/2 million records of the Washington Library Network which is made available to all libraries for the resource sharing program in the Pacific Northwest.

Mr. Chairman and members of the committee, I thank you for allowing me to participate in this hearing.

97 Northern Lights Blvd
Kalispell, MT 59901
March 29, 1989

The Honorable Pat Williams
U.S. House of Representatives
Washington, D.C.

Dear Mr. Williams:

As immediate past president of the Advisory Board of the Literacy Volunteers of America-Flathead County of Montana (LVA-FC) I wish to thank you sincerely for LSCA funds which have provided seed money for two years of operation of the Flathead County program of Adult Literacy.

As the communities become aware of the availability for one to one tutoring for adult illiterates, rge response for tutors to be trained has exceeded one hundred, 60 paired students and tutors are now actively engaged in improving the literacy level in Flathead County--a program not possible without the federal money . Needless to say, we not only commend you but urge you to continue to pursue the funding of worthy library programs.

Another program, an outreach program that is just beginning operation,is the development of a library at Marion , a rural community with facilities in a rural school. Public funds have put a core group of new books there to open library service from the public library.

As a retired college instructor, I wish to address your interests as Chair of the subcommittee on higher education in the House of Representatives. Flathead Valley Community College, located in Kalispell.is looking forward to establishing its own campus ,away from the downtown area, within 2 years. There will need to be support for the development of the college library as well as undergirding of the holdings in the Flathead County Library.

The two libraries now share the same facility even though separate cataloguing of the books has been maintained. You can surmise from this simple statement that continued higher education funding for libraries becomes a priority for both the public County Library and the FVCC library development at the new campus site.

Thank you for your attention to the local needs of Flathead County in planning for the future of this area.

Sincerely
Lucile B. Alt, Concerned Citizen Lucile B. Alt

LITERACY VOLUNTEERS of AMERICA in FLATHEAD COUNTY
FLATHEAD COUNTY LIBRARY
247 1st. Ave. EAST
KALISPELL, MONTANA 59901
406/ 756-5687
NANCE J. CRAFT

TO: CONGRESSMAN PAT WILLIAMS
RE: LSCA TITLE VI
DT: MARCH 31, 1989

Congressman Williams: As coordinator of the Library Literacy program, I am in a unique position to testify about the impact of LSCA Title VI Grant Funds. Since this program is free, confidential and one-on-one, I may be the only person in whom a particular student has ever confided his/her disability. Yes, being functionally illiterate is a handicap. Yes, Americans assume other American adults have had the opportunity to go to school; consequently, it is also assumed that all American adults can read. Yes, it is a shame and a frustration to live with the knowledge that, as an adult, you cannot read. Yes, there is Adult Basic Education at our community college - but if you cannot function in a classroom, or if you work during class hours, or if you don't have a babysitter or gas money, you cannot take advantage of ABE. I have heard a similar story from SO MANY Flathead County citizens that I MUST MAKE YOU AWARE OF THE IMPACT THIS PROGRAM HAS ON OUR RESIDENTS, BECAUSE SURELY A PART OF THEIR LIVES DEPENDS ON IT; the fragile part where hopes, dreams and potential live on shaky ground.

The impact of this program can be viewed from the numerical standpoint; It clearly shows community support and need. In about a year and one-half, I trained 111 tutors and still have 182 volunteers waiting to take the 20-hour training. People call for more information daily. We have established working partnerships with health care services, social services, educational facilities, correctional facilities and businesses. We have affiliated with a national organization that has been tutoring adults for 17 years and have the benefit of all their experience. We have established a 14-member advisory board from the community, fulfilling our grant requirement to become independent. We are on our way, but many still need the support of LSCA Funds to begin.

The one worry that consumed everyone connected with the creation of this program was: How will we ever get adults to admit they have a problem and seek help? This is a valid concern; in some of our Montana programs, the response is low. The first year, we budgeted for a handful of students. BY THE END OF THE FIRST YEAR, WE HAD 86 ADULTS ON OUR ROLLS! We now have 116 registered and 21 more waiting for a tutor. We have had learners waiting since the program's inception. From 18 - 78, men and women, employed and unemployed, graduates and drop-outs, learning disabled and English-as-a-second-language; the common denominator is a desire to learn. This community is ready. This community has committed to change and growth. Learning is no longer only for those between 6 and 18 - IT'S NEVER TOO LATE TO LEARN TO READ.

The Federal Library Literacy monies have been well spent in this valley. They have made a difference in individual lives, at home, in the workplace and in the community. They have helped people help themselves. One by one, we are helping to create responsible citizens from unemployed dependents. One by one, we are helping people realize their potential. One by one, we are changing the face of the nation. It's starting to smile again.

Coordinator, Literacy Volunteers of America in Flathead County

Nance J. Craft

Nance J. Craft

ATTACHMENT A

"As I continue to deal with adults that do not have the skills to function efficiently in today's complex society, and I see this program changing their day-to-day lives, I am so moved and so thankful to be a part of it."

--An LVA-FC tutor

SELECTED COMMENTS FROM LITERACY STUDENTS

"I have grown children, but I couldn't spell daughter. Now I can spell daughter."

"I read 22 books this summer. 22! And I know what I read. And I lived them."

"I can't believe that I have learned so much."

"I locked myself away for years. I wouldn't even talk to the neighbors. I knew I needed a tutor. A classroom means pressure. I'd tell anybody now, "Go get help. I'd say." There's a lot to count for in life. My hope was Jesus, but not everybody knows him. In adult reading -- there's hope there too."

"I needed a push. I needed confidence. I got help from the Literacy Program at the library. I got my G.E.D. I got a job!"

"When I was in school I just got pushed along. I played a lot of checkers. Now I'm finally learning to read."

"I want to be able to read in public. Now at least I can read to my kids."

"I have been a drug and alcohol abuser for 22 years. I am a Vietnam vet. I bluffed my way through the army. I have been clean and sober for seven months. Before that I tried to kill myself eight times. I want to learn to read and write. I want to be an artist."

Comment from a friend of a student. "He never read out loud. I don't know how good or bad he read, but last week I said, "Hey, read to me. Let's see how you're doing." And he read things off the calendar. He read like my son in second grade, but HE READ OUT LOUD TO ME!"

"No one ever read to me as a child. I just learned to rhyme."

I wish to congratulate those individuals involved on the 1 to 1 tutor program. My husband seems happier now that he has found a tutor with similar interests and is trying to improve his reading and writing. B

Last evening we sat together and read, instead of having the TV on. Our three daughters even notice the difference in their father's personality brought on by his own self-pride and satisfaction.

Thanks again for opening the door for my husband, to the pleasure of reading & writing.

Rose

c

Reading:

I will enjoy life, and be able to do some bookwork when I improved my reading.

My wife would'nt have to do all the housework and shopping if I could help her.

I could read the newspaper better and understand it.

Writing:

I'd enjoy life better if I could write a check or two and I wouldn't have to sit in the back and feel like a fool.

I could help other people in my position, and I could talk to the people if I were better.

If I read and write better I could develope my life better.

Tony

D

Mon, Feb, 6 1989

Dear Governor Stephens

I am writing to you to express my feelings about the literacy program in Montana.
I have been in the literacy program for a couple of months. I am 46 years old and have a very limited reading, writing, and spelling ability. It is very difficult to function in today's society and workplace. Filling out time cards, accident reports, and equipment operations are impossible. I have to carry a list of some words because I can't spell them.
Trying to advance at work is almost impossible without reading and writing abilities.
You have no control over your own life or destiny. You live in fear of people finding out about your disability.
At least I do. The only reason I am in the reading program is that it is confidential and that is highly important. It is going to be a long hard process to learn to write and spell.
I feel there should be more emphasis on the literacy program and its confidentiality. Most people who are illiterate get there information from T.V. and the radio.
I feel there should be more funding for these kinds of programs.

My wife first contacted the program in September they couldn't find a tutor till December. I know it's hard to find people to tutor. I meet my tutor twice a week for 2-3 hours, and I work a full time job. I am learning how to write checks, read to my youngest kid and learning to spell and write. My reading is about a 5th grade level and spelling is 1st grade level.

I fell there should be more attention paid to the testing of elementary students for illiteracy. They may be young, but still illiterate if they can't read & spell. When I first discovered I was illiterate. I was in the sixth grade. I had to read orally and couldn't. Then they put me in special ed.

I hated it and it was embarrassing to me

Your Sincerely

Frustrated and living in fear

Richard A. Kirchhoffer
300 Lupfer
Whitefish, Mt. 59937

E

Tue. Feb. 7, 1989

Dear Governor Stephens,

I am happy this week is Literacy Week and Literacy Volunteers in Montana. I am one of the LVA (Literacy Volunteers of America) volunteers in the Flathead Valley. I find this to be the most exciting and rewarding way in which I spend my free time.

It is my hope that you will be able to give the cause of illiteracy in our state a big push. You are in a position to call this to the attention of many people. This is not only an educational need; but also a mental health need. The average citizen has no idea of the devastating effect of this kind of a burden on an individual. I was completely unaware of its many ramifications until I was a tutor.

As you will see in my students letter the need for secrecy is overwhelming. It colors all of life at work, at home, and with friends. That was my first insight. My second was that I assumed that because a person can read certain words they can also spell them. That was a big mistake. The fact that a person cannot read gives unimaginable difficulties in traveling in a town, in shopping at the grocery, and in reading simple instructions your children bring home from school. It means you can not read to your children; it means a limited life.

My students letter was begun in our class yesterday at his home. I had suggested it last week when I read him a communication from our LVA teacher and administrator. Yesterday we did a LEA ( Language Experience Approach) story. This means he dictated the letter; I wrote it down; I read it to him; he read it to me; and tomorrow he will make further changes. I go into this much detail to give you a bird's eye picture of the heart of our teaching program; and to further let you know that the words are his not mine. I am very impressed his result. I hope you are too.

There is a need for money, for tutors, and most of all for students. In my mind it is the students who will be the hardest to attract. It is so hard to come out and admit to the need to read, write, and spell. Everyone assumes that everyone can read and write. It is not true. It is a crime that we have so many functional illiterates in our nation.

Any way that you and your staff and your administration can help the cause of literacy in the state will be greatly appreciated by me and all the others who are involved in this worthwhile effort.

Sincerely yours,

R. A. Kirchhoffer
(retired Episcopal priest)

cc: Whitefish Pilot
cc: Daily Interlake

NANCY

F

Why I am Happy to Learn to Read

The most important thing in my life is to learn to read. I want to read everything and understand what I read. I will do anything I have to do to obtain this goal.

Finding out that I had a serious learning problem has a terribly sad experience for me. When the cause of the problem was hereditary, the news was especially difficult to accept. After years of research the doctors concluded that the problem was Fragile X Synodrome, it's a cause of mental retardation.

After learning this and being told I couldn't read or go college I decided that I would proved to the world and me that I could make something of my self.

When I entered college I started having problems with reading and I didn't know what to do about it. I took a class and learned that reading was the most important thing in a person's life. With the help I got there I thought I had it made, but it wasn't enough, so I went to see if I could get more help from someone else. I called on the literacy program and I got the help I needed.

The challenges and goals I received have been a great reward to my life. They added recognition, adventures I never dreamed of. Doors opened that I though weren't there.

I have changed, I am no longer the person who can't do anything. I'm someone new, because I have experience my destiny. I can be what I want to be.

I found fantastic things to be seen, to be felt, desired and to aim toward and to achieve through reading. I want to show feeling, ideals and dreams to others and try to expain that you are the one that choose your way of life.

Thank you

ADULT LITERACY: A SHARED ADVENTURE by Margaret Wauer

All my life I've been able to read, write and express myself with ease. These abilities are gifts and I feel truly blessed. Many doors are open to me to expand my potential to its fullest, because of this. I want to share my gifts and it is for this reason that I chose to become an adult literacy tutor. I took seriously the compelling call of "Each one - reach one". Through my teaching and sharing I can help to bring joy, wonder, self-worth, and curiosity to learn to those I teach. My students develop their lives in all areas because through the Adult Literacy program they are handed the key which they need to unlock all the hidden treasures which they desire. Teaching reading to a few may not seem like it is solving the core problem of illiteracy but as in the old fable: 3,191,482 snowflakes fell on a branch and when the 3,191,483 snowflake fell the branch broke, each tutor makes a difference.

I see my role of tutor as three-fold - teacher, encourager, and friend. In sharing my time, talent, resources and patience, I learn humility, empathy, listening skills, creativity, and organization, commitment and dependability. Most of all I have the wonderful friendship and caring of my students. The relationship of tutor and student is close, pains are revealed, hurts are uncovered, wounds healed, and happiness shared. The tutor works to stimulate her student to think, to develop talents long hidden, to encourage goals, dreams and their fulfillment. As students experience success, it is hard to tell who is happier, the student or the tutor.

One of the key areas which determines success in this program is perseverance. The student and the tutor know there are no easy shortcuts - every step on the path must be trod, but we go together hand in hand as equals both facing life and reaching for more. The work we do does not stop with us, it reaches beyond us to our families, our workplace, business, community and world. One day the doors of learning will stand open to all.

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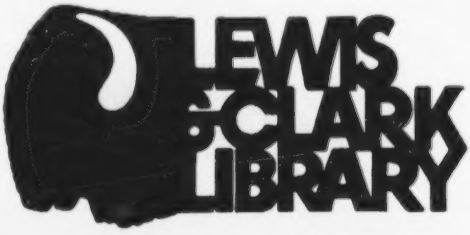


120 South Last Chance Mall • Helena, Montana 59601
Phone 442-2380

TESTIMONY FOR REAUTHORIZATION OF LSCA
REPRESENTATIVE PAT WILLIAMS
COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON POST-SECONDARY EDUCATION

MARCH 31, 1989 - KALISPELL, MONTANA

DEBORAH L. SCHLESINGER - DIRECTOR - LEWIS AND CLARK LIBRARY

Mr. Chairman, members of the Committee, my name is Deborah Schlesinger. I am Director of the Lewis and Clark Library in Helena, Federation Coordinator of the Broad Valleys Federation of Libraries, and Legislative Chair of the Montana Library Association. I live in Helena, Montana, and I speak in favor of reauthorization of Titles I, II, III, IV, and VI of the Library Services Construction Act.

LSCA has meant a lot to the citizens of Montana. Lewis and Clark Library was built with LSCA funds that leveraged city and county funds. Just this year our branch library at Lincoln was modernized and enlarged with Title II LSCA funds. These federal monies galvanized a whole community, and a county, to find matching funds in a time of extreme economic stress. The Title II projects across Montana have meant jobs for Montanans and new and revitalized library facilities. We have much work left. I hope that more funds can be appropriated for Title II projects. This federal/local partnership that Title II monies forge are part of the continued economic decelopment of local communities all over this state.

I also speak in favor of more appropriations for Title I and Title III. All of the innovative projects that have been

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accomplished in this state have been funded either all or in part by LSCA. The exciting LaserCats that sit in even the smallest of libraries and give patrons a window on the resources of the Pacific Northwest; the monies for libraries to get their holdings in machine readable form; collection development workshops; traveling dog and pony shows that bring the latest library practices to isolated communities; are all LSCA funded. Library development and library cooperation would be at a standstill in Montana were it not for LSCA funds. We have much left to do. Libraries are important parts of the overall economic revitalization that has to happen in this state. Libraries are part of the total educational system in the state. Libraries need the kinds of programs fostered by LSCA and they need them now and in the future. We are delighted that you could come to Montana and hear our needs. We hope that you will bring back to Washington a sense of our isolation, the continued need for LSCA, and the exciting opportunities these federal monies provide for the citizens of Montana.

**FLATHEAD COUNTY LIBRARY**
247 First Avenue East • Kalispell, Montana 59901-4598
(406) 756-5690 • (406) 752-5300 Ext. 357
• Telefax (406) 755-4044

The Honorable Pat Williams
U.S. House of Representatives
c/o Flathead County Library
247 First Avenue East
Kalispell, MT 59901

RE: Testimony in support of reauthorization of the Library Services and Construction Act at the 3/31/89 hearing in Kalispell, Montana.

The Board of Trustees of the Flathead County Library strongly support the reauthorization of the Library Services and Construction Act, an act that allows distribution of federal monies that benefit and improve access to information for all United States citizens.

There is no way that any library in Montana can cover the costs for construction, major capital purchases or even start up of new and necessary library services. That money does not exist in a state with as limited population base as we have. However, the need for information is as strong as anywhere else, and perhaps even more critical because of the isolation many of our residents face. LSCA grants help assure more equal access to the information our residents need.

The services and facilities that are developed or expanded through LSCA grants enhance our quality of life. The returns on the investment of this money in improving library services and access to information is tremendous and vital.

We urge continued support of the Library Services and Construction Act.

Sincerely,

Connie Heckathorn, Chairman
Flathead County Library
Board of Trustees

And Board Members:
Janet Downey
Phil Iversen
Louise Kehoe
Pat Wendt

March 28, 1989

Rep Pat Williams
House of Representatives
Washington, D.C

Dear Representative Williams,

I have been a literacy tutor in Flathead County for two years. This program has enabled me to help ther people to enjoy one of our greatest joys: TO READ.

Through this program I have seen people become contributing functioning adults in our society. Some examples of improving ther literacy is filling out applications for a job or credit cards, or the simplest job of writing a letter and understanding what you have wrote. To these people this new ability has given them a new focus and meaning in ther life.

Being a teacher, reading is not only important but a necessity in our society.

I am asking for your support in any legislation in favor of the literacy program.

Sincerely,

Wanda Howe Smith

BILL COOPER
Superintendent
CATHRYN McDEVITT
Asst. Superintendent

TOM TRUMBALL
Business Manager
GARY ROSE
Administrative Asst.
PAT LEE
Dir. of Special Services

# SCHOOL DISTRICT NO. 5

PHONE (406) 755-5015 - 233 1ST AVE. EAST - KALISPELL, MONTANA 59901

FLATHEAD HIGH SCHOOL
KALISPELL JUNIOR HIGH
LINDERMAN SCHOOL
RUSSELL SCHOOL
PETERSON SCHOOL
HEDGES SCHOOL
ELROD SCHOOL
EDGERTON SCHOOL

March 24, 1989

LSCA Oversight Committee
Flathead County Library
247, 1st Ave E
Kalispell, MT 59901

Dear Committee Members:

As a high school librarian, I would like to speak in support of the Library Services and Construction Act. Funds from LSCA grants to our local public library have been passed through with the result that our school library has become a member of the Western Library Network. This means that we share materials with over 400 libraries in 8 western states. We no longer function in isolation. We are now a member of a large community of all sizes and types of libraries. Our students have access to the materials of public, university, research, medical, and corporate libraries throughout the West. We have borrowed titles from Arizona and sent titles to Alaska. We have sent titles to a village of 300 population on a reservation. Of the titles we loaned during the past year, 78% were sent to public libraries. Communication and cooperation are now common where they did not previously exist.

The benefits of these LSCA funds are being felt everywhere from our most urban areas to out most rural, remote, and isolated areas. LSCA funding is truly contributing to equal opportunity of access to information. To the extent that public access to information strengthens a democracy, the LSCA funding is making its contribution to maintaining a nation of informed and free people.

Respectfully yours,

Robert Hamill

Robert Hamill
Librarian
Flathead High School
Kalispell, MT

200-1 Garland
Kalispell, MT 59901
March 24, 1989

The Honorable Pat Williams
House of Representatives
ℤGeorgia Lomax
Flathead County Library
247 1st Ave. East
Kalispell, MT 59901

Dear Sir:

I, Phyllis Kirk, Kalispell Junior High School Librarian, am writing in support of the Library Services and Construction Act. With changing technology and public needs, government funds are vital to libraries throughout the country. Networking may be costly in the beginning, but it should save money in the future as well as provide better service to customers. Networking is only one area in which changes are occurring.

Your support and promotion of this Act is very important.

Sincerely,

Phyllis Kirk

Phyllis Kirk, Librarian
Kalispell Junior High School

PK/bjh

867 North Main
Kalispell, Montana 59901
March 25, 1989

Representative Pat Williams
U. S. House of Representatives
Rayburn House Office Building
Washington, D. C. 20515

Dear Congressman Williams,

I am a librarian at Linderman School in Kalispell. I have been a librarian in Kalispell and Great Falls school systems for 15 years. I would like this letter entered as testimony at the LSCA Oversight Committee hearing on March 31, 1989 in Kalispell. I support the Library Services and Construction Act and hope that it is reauthorized and strengthened.

As a school librarian I use the Flathead County Library as a source of extra materials and information. Through field trips I make sure that all my students are familiar with the county library's materials and procedures.

It is vital for students to have a strong public library system to supplement the services available in the school system. For instance, on my latest field trip to the county library my students were excited by the instant access to information across the northwest through the computerized interlibrary information network. This service is not otherwise available to students at the junior high level. It should also be emphasized that the public libraries provide services to students during the summer and vacation periods when school libraries are closed.

Improving library services is vital to maintaining the interest of students in libraries. This interest ultimately leads to more productive and informed citizens able to use effectively the information services available in modern libraries.

The LSCA provides vital financial assistance for the maintenance of library services. We are now in the information age. If we are to maintain a well informed productive society we simply must have the funds to operate libraries at a high level.

As a librarian and as a parent of two small children I ask that LSCA be reauthorized at a higher spending level than in the past. To do less will ultimately harm our country's effort to compete in the modern world of technology and information transfer.

Mary Elaine Pannell

Mary Elaine Pannell

**FLATHEAD FRIENDS OF THE LIBRARY**
1412 Third Street West
Kalispell, MT 59901
(406) 756-8035

The Honorable Pat Williams
U.S. House of Representatives
c/o Flathead County Library
247 First Avenue East
Kalispell, MT 59901

RE: Testimony in support of reauthorization of the Library Services and Construction Act at the 3/31/89 hearing in Kalispell, Montana.

The Flathead Friends of the Library, a group of citizens concerned with library services and access to information, urges you to strongly support the reauthorization of the Library Services and Construction Act. LSCA grants are critical for improving and building on existing library facilities and services and for helping libraries try new projects to develop services needed by communities.

LSCA helps give all citizens access to information, regardless of where they live. Our Library has accomplished a lot with relatively small amounts of grant money, including the addition of two branches. In a 5112 square-mile county, the ability to provide library outlets within 40 miles of most of our 58,000 residents has made a big difference for many of us.

LSCA must be reauthorized, expanded, strengthened, and funded. It is vital to all of us who depend on the services provided by our libraries.

Sincerely,

Bertha Powers, President
Flathead Friends of the Library

and members

Mr. WILLIAMS. We have at our witness table now Panel Two, Joe McDonald, Amy Owen and Phyllis Honka. Amy Owen is the Utah State Librarian from Salt Lake City, and we are delighted you are with us. We will begin with you.

**STATEMENTS OF AMY OWEN, UTAH STATE LIBRARIAN; PHYLLIS HONKA; AND JOE McDONALD, PRESIDENT, SALISH KOOTENAI COLLEGE**

Ms. OWEN. Thank you. I am really delighted to be here today and to have the opportunity to testify on behalf of the reauthorization of LSCA.

Over time, the great theme of LSCA has been access to library services. As I talk about LSCA today, I am going to talk a little bit about what makes LSCA unique to our state and how our state's own characteristics contribute.

Geographically, Utah is a diverse and scenic state, the eleventh largest in the Nation; not quite as large as Montana, but it's in there. Its residents, however, are not uniformly disbursed throughout the state. Most live in a narrow corridor often referred to as the Wasatch Front. In fact, just four Wasatch Front counties contain about 75 percent of the state's population in 4 percent of the state's land area.

Library service is very popular in Utah, largely as a result of two factors. First, Utahns are highly educated, more likely to finish high school and college than their counterparts nationally; and second, children are our best crop. One out of every four Utahns is enrolled in public education, kindergarten through the twelfth grade, and students use libraries.

The Utah economy, however, strains to support library service. Our taxing capacity is 19 percent less than the national average, a problem compounded by our demographic profile, the highest dependency ratio in the Nation, and land ownership patterns.

Only 21 percent of Utah's lands is in private hands and, therefore, on the tax rolls. And this is critical, because Utah's public libraries and, to a certain extent, our public education system, is dependent on property tax revenues. This gives LSCA a very important role.

Do Utah residents then have access to good library service? Now, on one level, the picture looks good. All Utah residents pay taxes, to some degree, for library service; and last year our 118 public libraries circulated nearly 11.8 million items. That's about 12 items per capita, and they gave over 4,000 hours of service.

But these figures masks some real problems. Our library resources are as concentrated as our population. Consider four rural counties, Daggett, Piute, Rich, and Wayne. Their only library service comes from bookmobiles which visit infrequently, in Daggett, only once every other week.

Without LSCA funding, which is about 19 percent of that service, these counties would not have library service at all, minimal though it is.

Rural public libraries struggle, too. The state's poorest public libraries are all in rural areas. The poorest has $2.82 per capita to fund 19 hours a week of service for about 2,700 people. The state

average is $12.23. These examples, I think, make clear that in Utah, access to library service of reasonable quality is still a challenge, not just for the handicapped and non-English-speaking or the disadvantage, but for mainstream Utahns.

How else do we use LSCA Title I? We sponsor continuing education activities. We have an annual week-long institute for the directors of small public libraries to give them background and training. We provide grants for inadequate library service and for literacy projects, and we fund a variety of centralized support services that are designed to help small public libraries.

LSCA Title II also has a crucial role. Our allotment is not large, about $200,000, yet its presence provides a real incentive. It encourages citizens, librarians, trustees, local elected officials to plan and to build the public support necessary to develop major capital projects, even though they never get LSCA.

However, we still do need new buildings. The most striking example I can think of is a recent unsuccessful grant applicant who pointed out that the only storage they had for their gasoline lawnmowers was in the furnace room with three natural gas furnaces.

Inter-library cooperation is important for us. Our collective holdings are small, and the pressure on public finance in our state creates real difficulties for libraries. Under these circumstances, we have used our Title III funds to stress participation in national library networks and net lender reimbursement.

We also use Title III funds to help us develop a Utah Union List of Serials. As with other areas, these funds really fall short of what we need. Our budget for net lender reimbursement has already been outstripped; and as a result, we have had to reduce payments to net lending libraries.

Many projects that we would consider otherwise perfect for Title II, like the cooperative automation project among the public and school and academic libraries, just simply go begging, because our funding won't go far enough.

There has been a lot of discussion recently about modifying LSCA, replacing LSCA, and it is clear that changes are ahead. But this should not detract from the urgency of maintaining the continuity and the momentum of this program.

We have a White House conference coming that will give us, I think, an ideal forum to involve librarians, elected officials and citizens at large in resolving those issues in a public arena. LSCA is a much needed and a worthwhile program. In this judgement, I stand with my colleagues and chief officers of state library agencies who recently passed a resolution supporting the reauthorization of LSCA.

I therefore strongly urge you to support the reauthorization, and to work with your colleagues, in spite of the budget deficit, to maintain funding for this vital program.

Mr. WILLIAMS. Thank you very much.

[The prepared statement of Amy Owen follows:]

Statement of

AMY OWEN

Director of the State Library Division of the
Utah Department of Community and Economic Development

before the

Subcommittee on Postsecondary Education
of the
U.S. House of Representatives

on the

REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

Friday, March 31, 1989
Flathead County Public Library
Kalispell, Montana

Mr. Chairman, Committee members, I am Amy Owen, Director of the State Library Division of the Utah Department of Community and Economic Development. I thank you for the opportunity of testifying today on an issue of vital concern to our state--the reauthorization of the Library Services and Construction Act (LSCA).

Utah, above all states, owes much to LSCA. It was the passage in 1956 of the original Library Services Act (precursor to today's LSCA) that lead to the establishment of the State Library Division. Prior to that time, Utah had no statewide authority for the development of library services. Over the years, LSCA has profoundly shaped the course of library development in Utah. Even today, LSCA provides approximately 25% of the revenue available to the State Library to support the development of library services.

The great theme of LSCA throughout its history has been access to library services--access for rural residents, for the unserved, the underserved, the disadvantaged and the handicapped. The meaning of access has been broadened under LSCA Title II to include access to adequate library physical facilities and under Title III to include enhanced access through resource-sharing and networking. But the central question remains: Do citizens of the United States now have access to library services? Before I answer that question from Utah's perspective, I would like to describe quickly some of the unique characteristics that shape Utah's need for and uses of LSCA funds.

## THE STATE OF UTAH

Geographically, Utah is a diverse, scenic Rocky Mountain state spread over nearly 85,000 square miles. In area, it is the 11th largest state in the nation. Its 1.7 million residents, however, are not uniformly dispersed. Over 80% live in a narrow corridor often referred to as "the Wasatch Front" since it lies just to the west of the Wasatch mountain range. The rest are scattered widely. Fifteen Utah counties, with a combined 70% of the state's land area, contain 5 or less persons per square mile. Nine counties contain less than 2 persons per square mile. By way of contrast, four Wasatch Front counties (Davis, Weber, Salt Lake, and Utah) have over 75% of the state's population, but only 4% of the state's land area.

As you might expect, Utah's library resources are similarly concentrated. The Wasatch Front counties contain nearly all of Utah's library resources. Here are to be found most of the state's school library media centers and ten of the state's fourteen academic libraries, including all university libraries. In addition, Wasatch Front public libraries spend 87% of Utah's public library revenue.

Library service is popular in Utah. Statewide, our average circulation per capita is over seven books, and several libraries have a circulation per capita of over fourteen books per year. Utah's population has two characteristics that directly contribute to this demand for library service.

First, Utah's population is highly educated. Utah's culture places a high value on education. Utahns are more likely to finish high school and to complete a college education than their counterparts nationally. Importantly, last November Utahns directly voiced their support for education at the ballot box when they defeated tax limitation initiatives that would have crippled libraries, public education, and higher education.

Second, children are perhaps Utah's best "crop." One of every four Utahns is enrolled in public education, kindergarten through twelfth grade, the highest percentage in the nation. We all know students need libraries, but Utah students are actively encouraged to use library services.

The Utah economy, however, must strain to adequately support library services. Why? Based on the ACIR (Advisory Commission on Intergovernmental Relations) system for rating the fiscal capacity of states, Utah's taxing capacity is over 19% less than the national average. This problem is compounded by Utah's demographic profile and land ownership patterns.

Utah has the highest dependency ratio (those 0 to 17 years of age and those 65 and older as compared to the working population) in the nation. For every 100 workers in Utah, these workers must support 22 more dependents than the national average. As for land ownership, only 21.5% of Utah's land is held privately and therefore entered on the tax rolls. Public lands are owned by the federal government (67.1%), the state (7.2%), and Indian tribes (4.4%). These factors are significant because Utah's public libraries are directly or indirectly dependent on property tax revenues. In summary then, Utah has high demand for library services but a limited capacity to fund those services.

## LIBRARY SERVICE IN UTAH

Given LSCA's emphasis on access to public library service, what does all this mean for Utah? **Do Utah residents have access to library service?** On one level, the picture looks good. All residents of Utah pay taxes to some degree for library service. Utah has 118 service outlets--public libraries and their branches and bookmobile service areas--supported by 69 cities and/or counties. Last year those libraries circulated nearly 11.8 million books and other library materials, provided nearly 14,000 interlibrary loans, and gave collectively over 4000 hours of service to the public. The average expenditure per capita on library service was $12.23.

But those statewide figures mask real problems. Consider four rural counties: Daggett (population 700); Piute (population 1,550); Rich (population 2,500); and Wayne (population 2,050). These four counties have no academic library, poor school libraries, and no fixed-site public libraries. Their only public library service comes from bookmobiles which visit infrequently--three days every other week in Rich County, two days every other week in Piute and Wayne counties, and one day every other week in Daggett.

Given the financial condition of these rural counties, it is safe to say that without LSCA funding this library service would not exist, minimal though it is. In addition, LSCA-supported bookmobiles are active in most other rural counties as well. On a statewide basis, LSCA Title I provides approximately 19% ($211,000) of the cost of this service. County funds (48%) and state funds (33%) provide the balance of the cost.

Rural public libraries struggle too. As I mentioned, public library resources are heavily concentrated along the Wasatch Front. The state's four largest public libraries are all along the Wasatch Front and serve 100,000 or more people. Last year, these libraries spent an average of $13.98 per capita. The state's four poorest public libraries or bookmobile service areas are all in in rural areas. Their average per capita expenditure last year was $3.28. The library with the lowest funding, the Helper Public Library, had only only $2.82 per capita. They had to stretch a total budget of $7,625 to fund 19 hours of library service a week for 2,700 people.

These examples make clear the point that in Utah access to public library service of reasonable quality is still a challenge not just for the handicapped, the non-English speaking, or the disadvantaged, but for mainstream Utahns as well. And it is a challenge that will be with us for some time to come. Sparsely populated rural areas with a limited tax base will continue to struggle to support library services. Therefore, the priorities under LSCA for extending improved library service to the unserved and the underserved are very important for Utah.

## THE ROLE OF LSCA TITLE I

I have already mentioned the vital role LSCA Title I plays in supporting rural bookmobile services. Bookmobile services and deposit collections they administer also reach socio-economically and culturally disadvantaged individuals with library service as well as isolated rural areas. How else does LSCA Title I help? At least two major programs merit an explanation.

### Continuing Education

We believe that people are the key to improving any service. So when the State Library established in 1987 Utah's first public library standards, we knew that training--for librarians and for trustees--was the key. We therefore used LSCA funds to begin a formal, week-long, annual institute we have christened UPLIFT. That's an acronym standing for Utah Public Library Institute For Training.

The institute was designed for the directors of small public libraries who had previously had no training in library science. The institute combines core courses (administration, cataloging, reference, and collection development) with a changing menu of workshops, and requires four years to complete. For the past two years, the last day of the institute has also included a special workshop for trustees from around the state. The institute has been phenomenally successful in educating and empowering its students. It has also been extremely popular. Our first graduating class is already aggressively lobbying the State Library to create an opportunity for "post-graduate" work for them.

### Grants for Inadequate Public Library Service and MURL

As a second major help to smaller libraries, the State Library offers LSCA Title I grants for inadequate public library service. This year, a total of $17,556 was allotted to four rural public libraries. Their LSCA project goals are geared toward helping them meet the 1990 deadline for achieving the middle level of Utah's public library standards.

- Gunnison Public Library is using the grant to extend its hours of service. A new prison to be built in the area will improve the tax base enough in the next year or two that the local government should be able to take over this regular operating expense.

- The Richfield and Richmond Public Libraries are using grant funds to assist them in cataloging their collection and updating the card catalog.

- The fourth public library, located in Mount Pleasant, Utah, will update its collection of reference and nonfiction materials. This goal was established in direct response to training the librarian received at the UPLIFT institute. The selection of the new materials to be purchased is based on a completed collection assessment.

Other LSCA Title I projects indirectly support rural public libraries. For example, under a $25,000 MURL (Major Urban Resource Library) grant, materials purchased by the Salt Lake City Public Library are available to libraries statewide on interlibrary loan. An additional $6,624 LSCA Title I grant to the Salt Lake City Public Library supports a retrospective conversion project. As holdings records are entered into the OCLC database, these materials too will be more readily accessible for interlibrary loan.

Literacy Grants

The State Library makes other LSCA grants available to support literacy activities. Even though Utah has one of the nation's highest rates of literacy, the profound handicap placed on those who cannot read has persuaded Utah's LSCA Advisory Council that literacy grants are a must. This year, Utah has allocated $47,454 for literacy projects. Funded projects include:

- o two rural public libraries--the Delta Public Library ($5,500) and the Washington County Library ($7,500);
- o two libraries serving more than one county with their literacy project--the Logan Public Library serving Cache and Rich counties ($7,500) and the Nephi Public Library serving Juab and Sevier counties ($4,500); and
- o three urban libraries (the Provo Public Library ($7,454), the Salt Lake City Public Library ($7,500), and the Salt Lake County Library System ($7,500).

Additional Uses of LSCA Title I Funds

Other uses of LSCA Title I funds include blind ($93,900) and physically handicapped ($15,200) library services, institutional library service ($30,000), provision of centralized information, reference, and interlibrary loan services ($116,580), provision of reimbursement to public libraries that loan more titles than they borrow for net loans ($12,420), and provision of financial support to public libraries for maintenance and/or start-up costs associated with participation in OCLC for technical services and resource sharing activities ($25,000).

In each of these instances, a strong case could be made for expanded levels of funding. The number of blind and physically handicapped individuals registering for library service continues to grow. The number of persons served by Utah's residential and correctional institutions is expected to double within the next year. As a result, the institutions are strapped for funding to meet basic operating and capital development costs, let alone library service. For example, the Utah State Prison has three new siter under construction and is expanding its main facilities.

## THE ROLE OF LSCA TITLE II

LSCA Title II has played a crucial role in the construction and remodeling of library facilities in Utah. As the table accompanying this testimony shows, Utah's LSCA Title II allotment is fairly small. In FY 89, it totalled only $212,724. With projects often costing $1,000,000 or more, it is obvious that the federal share is not large. Yet the presence of LSCA Title II funds is a powerful incentive.

Even the hope of a successful grant encourages local librarians, trustees, and elected officials to assess needs, to plan, and to build the public support necessary to proceed with a major capital project. Many projects reach completion that were unsuccessful in LSCA competition. A partial list of such examples includes new public library buildings or major remodeling projects in:

| Library | Community Population |
|---|---|
| Pleasant Grove Public Library | 13,200 |
| Hurricane Branch of the Washington County Library | 3,000 approx. |
| Logan Public Library | 28,880 |
| Nephi Public Library | 3,560 |
| Fillmore Public Library | 2,800 |
| Emery County Library (6 branches) | 10,000 approx. |
| Kaysville City Library | 12,370 |

On the other hand, Utah still has serious unmet needs for library facilities. Consider these facts from a recent unsuccessful LSCA applicant. The library, in reporting its need to renovate the main library building, cites the following problems:

- Due to lack of space, collection growth must be held to zero;
- The building was constructed with only 27 electrical outlets spread over 4,000 square feet to handle all electrical equipment;
- This lack of wiring precludes having more than one public access terminal to the library's online catalog;
- The only storage for snowblowers and lawn mowers, (all with gasoline motors) is in the furnace room with three natural gas furnaces.
- The carpet is twenty-three years old, and the library has only five parking stalls.
- The only other branch of this library is an aging Carnegie building with prohibitively high heating and cooling costs.

Because this library's planning and other financial commitments were not far enough advanced, they did not receive an LSCA grant. The building described above is still in operation, although the furor over the storage of gasoline vehicles in the furnace room did prompt the local government to offer other storage space. To date, the library board and city council are still working toward a new building, and I expect to see a revised LSCA Title II application from this library in the near future. This example may be extreme, but it does clearly indicate the continuing need for new public library facilities and the continuing need for federal funds to stimulate local planning.

## THE ROLE OF LSCA TITLE III

Interlibrary cooperation is imperative for Utah. Our state and our total library holdings (approximately 9,000,000 items among public and academic libraries) are small. Moreover, the state's ability to finance library service is limited. Demands on the public education system have led to the erosion of school library services. Fewer and fewer schools have professionally trained school library media coordinators--especially at the elementary level, and school library budgets are slipping.

Academic libraries are stressed too. A recent study commissioned by the Utah Legislature points out that all of the state's publicly funded academic libraries have serious needs for additional space in the form of remodeling, additions to existing facilities or the construction of new facilities. In fact the study ranked its facilities recommendations on a scale of "most critical to critical". It further noted that academic library operating budgets were in equally serious straights: "All libraries' budgets are inadequate in proportion to their respective institution's budget."

Public libraries, school libraries, and academic libraries must depend on each other. Under these circumstances, the LSCA Title III program has stressed participation in national library networking through OCLC ($43,000 in grants) and net lender reimbursement ($26,800). In this respect, LSCA Title III grants to academic libraries parallel public library grants awarded under Title I. In addition, LSCA Title III funds ($38,300) are helping the State Library build a Utah Union List of Serials through grants to academic libraries. The creation of this database on OCLC will substantially improve access to the serials holdings of the state's major resource libraries. This will lay a foundation for improved resource sharing and for coordinated collection development projects.

As with other areas, however, LSCA Title III funds fall far short of our needs. Our budget for net lender reimbursement has already been outstripped by increasing volume and changing patterns of interlibrary loan. As a result, our compensation per net loan has been reduced. In many areas of the state, cooperative projects linking public, school and/or academic libraries through a common automated system are underway. Yet these projects struggle to raise adequate funding for equipment and database conversion. While such projects are "perfect" for LSCA Title III, our funding simply does not stretch far enough.

## THE FUTURE OF LSCA

Over the past few years, various suggestions have arisen for modifying LSCA. Both technical amendments and new titles have been suggested. In the area of technical amendments, the Utah State Library Division is most interested in:

- o reviewing maintenance of effort requirements for selected LSCA priorities;
- o clarifying the focus of literacy projects funded under Title I versus Title VI; and
- o adjusting LSCA grant formulas to allow an increase in the base grant.

For new titles, Utah is strongly interested in the conservation of library materials and library technology. Both areas have groups within the state actively trying to launch cooperative projects. Funding for these initiatives, however, is badly needed since the pressures in Utah on public funding make it unlikely that state or local governments will be able to invest significantly in these areas in the immediate future.

Certainly changes are ahead. However, the nation has an unparalled opportunity in the 1991 White House Conference on Library and Information Services. This conference and the state-based efforts carried out in preparation for it will provide a logical process and an ideal forum for defining new landmark library legislation. Whether that legislation should supplant or complement LSCA is a matter that should be resolved in a public arena with citizen participation. But these issues and long range concerns should not detract from the urgency of maintaining the continuity and momentum of an invaluable federal program.

## CONCLUSION

LSCA is a much needed, worthwhile federal program. In this judgment, I stand with my colleagues in COSLA (Chief Officers of State Library Agencies) who, in their January meeting, passed a resolution of support for the reauthorization of LSCA. (Copy attached). I therefore strongly urge you, as the Chairman and Members of the House Subcommittee on Postsecondary Education, to support the reauthorization of the Library Services and Construction Act and to work with your colleagues--in spite of the budget deficit--to maintain funding for this vital program.

LSCA TITLE II
HISTORY OF PROJECTS REQUESTED AND FUNDED

| FISCAL YEAR | PROJECTS REQUESTED | | | | MAJOR PROJECTS FUNDED | | | MINI PROJECTS FUNDED | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | NUMBER | | TOTAL COST | | LOCAL | TITLE II | TOTAL | LOCAL | TITLE II | TOTAL |
| | Major | Mini | Major | Mini | SHARE | SHARE | COST | SHARE | SHARE | COST |
| 1989 | 2 | 3 | 645,660 | 5,100 | 433,856 | 211,804<br>2 projects | 534,904 | 2,650 | 2,450<br>3 projects | 5,100 |
| 1988 | 5 | 3 | 2,252,260 | 5,850 | 888,551 | 211,449<br>1 project | 1,100,000 | 3,000 | 2,850<br>3 projects | 5,580 |
| 1987 | 4 | 6 | 3,926,492 | 9,850 | 1,908,000 | 207,892<br>1 project | 2,115,892 | 7,000 | 5,300<br>6 projects | 9,850 |
| 1986 | 1 | 8 | 1,563,532 | 15,060 | 1,363,321 | 200,211<br>1 project | 1,563,532 | 7,695 | 7,365<br>8 projects | 15,060 |
| 1985 | 18 | 0 | 7,004,290 | 0 | 678,356 | 228,122<br>2 projects | 906,478 | 0 | 0 | 0 |

Mini Projects are minor remodeling projects for the purposes of handicapped access, energy efficiency, and accomodating technology. The maximum total project amount is $2,000--50% LSCA Title II and 50% local match.

Major Grants are for new construction or major remodeling projects.

COSLA CHIEF OFFICERS OF STATE LIBRARY AGENCIES

**RESOLUTION OF SUPPORT FOR CONTINUATION OF THE FEDERAL LIBRARY SERVICES AND CONSTRUCTION ACT**

Whereas, The Chief Officers of State Library Agencies express their continued support for the Federal Library Services and Construction Act because it enables the States and localities to serve millions of Americans, including those who are disabled, disadvantaged, institutionalized, or without the ability to speak and read English; and

Whereas, the state and Federal partnership assisted by this Act strengthens public libraries, major urban resource libraries, and resource sharing among all types of libraries, and makes possible service important to the economy and to the international competitiveness of the United States; and

Whereas, the Federal role in library services, as defined by the Congress, will continue to be debated and reviewed by the library community and its organizations, the participants in meetings leading to the 1991 White House Conference on Library and Information Services, and the Administration as it presents legislative and budget proposals; and

Whereas, the Chief Officers of State Library Agencies emphasize the need to strengthen existing services while developing new services to respond to the educational, informational, and cultural needs of Americans in a society marked by competition and the value of information in every sector of American life;

THEREFORE BE IT RESOLVED, that the Chief Officers of State Library Agencies urge action to continue and fund the current Library Services and Construction Act so that essential library services will not be interrupted.

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Mr. WILLIAMS. Ms. Phyllis Honka is with us and is from Helena. We appreciate you traveling up here today, and please proceed.

Mrs. HONKA. Thank you, Mr. Chairman and Representative Unsoeld. Now, I would like to state first of all my testimony is in the form that you people can read. I would be happy to give you my testimony in the form I can read. But at the moment, I will go from my Braille notes.

I appreciate your comment, especially about Mark Twain, also about the readers of the use of the libraries in Montana, five books. I would feel deprived if I couldn't read probably two to three books a month. Of course, that comes from the use of the LSCA funding through our state library.

The services are critical to me as a blind person who, at one point, was a sighted person. I lost my vision very quickly through falling and breaking my glasses into my eyes. It was important then that at some point there be something that I could deal with. Certainly, the library services always have been—being a student, I lost my vision between high school and college; and so it was important, because I hadn't learned Braille at that time.

As those of you sitting at the desk will know, I am a one-finger Braille reader, which is unusual. Most people who real Braille learn as a child are a two-handed Braille reader. I belong to an organization that we are encouraging the use of Braille. The braille books come from Utah, because of the cooperation.

We have in this particular state all the facilities available that have been given and have been worked out for us. At this point, and I am very grateful for the outreach work that has come about in Montana.

Library service during this last ten years has increased 53.1 percent. We used to have 1,200 readers. Now we have about 2,500 readers. It shows also, to me, that the baby boomers, the yuppies, the guppies, the boomrangers, call them whatever acronyms you want to call them, they really are being reached by the workers in the state for the blind, through the library services.

While the equipment, such as cassette players, talking book machines, so forth and so on is from another area, the things that we use those pieces of equipment for are all out of the state library.

We need desperately more staff, because we don't have, as I understand it, on board—I know there are some Braille volunteers—but those who can read Braille. Sometimes I become very frustrated on getting a book, and I have to open the book, which isn't difficult, and read a little bit of it to find out what it is. It would be neat if it were in Braille, a little bit, just the notes on it. Those are just little personal things.

As I said, the increase in Braille—or in talking books, cassette use, has been 53 percent. That is tremendous, and there are so many areas in the state that at this point are not reached. We do reach from, oh, like I have friends in Wibaux, Plentywood, Hamilton, Eureka, all around; and these services are available to all of these people, regardless of race, color, creed, whatever, or just whatever.

But the thing that is real frightening to me, that should these services be cut, this funding be cut, where would I be? I mean I—you people can stand in a grocery store and pick up something as

you're waiting in the grocery line and find out what you should read and what we shouldn't read and so forth. But the thing of it is, it is so important, and we have such a marvelous selection, but should this be limited, where would I be?

I happen to be a person who is extremely interested in reading. I am real interested in the technology that is coming about, the computers that are coming about that will transfer print into Braille, Braille into print, these sorts of things. All of this is becoming more available, but our state library needs to take advantage of these things.

When I was working with the Four C's, I had the privilege of going to the state library and taking some of these booklets that I needed to read to keep up with my job. They had a reading machine. I can't think of the name——

Ms. OWEN. Kurzweil?

Mrs. HONKA. Kurzweil, that's right. It was really neat to be able to do that myself. Well, we need reading centers throughout the state, because we have a lot of blind people employed.

The sparsity, the vastness, everybody knows that about Montana. The L.A. Times made a statement. They said that bright lights do sing, and we know that Montana has a lot of bright lights. There aren't as many cities in many ways, thank goodness, but the state library, with all the use that we have with the cassettes, the talking book machines, gives us a link to the world.

I just really encourage you to, if possible, increase the services or the funding available, because my feeling is this: If we stay at status quo, if you will, actually, we're going backwards. If we are just standing still, we're going backwards, because with the education explosion and the technology explosion, all these things, it is important that we keep up with it, the special needs groups that we have—I refer to the blind, of course, because that is what I am and have been for a number of years.

But we have another population that is deaf/blind, and those people badly need more services available through the Braille and these sorts of things.

With the increase—and I know people don't like to hear this, but blindness has been increasing. And a lot of it has increased, oh, during the last ten years, as I said, considerably. But a lot of it, the diabetes, is really taking over. A lot of that comes from our junk foods for the young kids. So the children between the ages of 10 and 16 is what I'm really concerned about and looking out for that, when those kids get older and become the voting citizens, that they are going to be able to have these books available to read, to know what is really true.

As I said, there is an increase in blindness. It is very important. I encourage you, and I happen to know, having had personal visits with Representative Williams before he was elected and while I was in Washington, DC, I know that you are sincerely concerned, and I know Representative Unsoeld is sincerely concerned—sincerely concerned about work for the blind and that we do have what is right for everyone.

If there is any questions—would you like my—my testimony?

Mr. WILLIAMS. I would, and I am going to visit with you about that in a few minutes.

[The prepared statement of Phyllis Honka follows:]

**LIBRARY SERVICES AND CONSTRUCTION ACT OVERSIGHT HEARING**
**KALISPELL, MONTANA - MARCH 31, 1989**
**TESTIMONY SUBMITTED BY PHYLLIS HONKA, Helena, Montana**

The importance of library service to the blind and physically handicapped of Montana and the role that Library Service and Construction Act funds play in providing this service cannot be understated. For many Montanans this service is a critical part of their lives. Without LSCA funds there would be little or no library service to the blind and physically handicapped population in this state.

LSCA funds constitute eighty-six percent of the total budget for the Montana State Library for the Blind and Physically Handicapped. LSCA funds help provide over 2500 individuals and institutions in Montana with Talking Books both in cassette and disc format. LSCA funds help provide these same users with the equipment necessary to utilize the materials provided. This equipment includes cassette players, record players, headsets, pillowspeakers, finger extenders and amplifiers. LSCA funds provide braille to Montanans through the Multi-State Center / West in Salt Lake City, Utah. LSCA funds provide the staff necessary to maintain the basic program. Without these funds the prospect for NO library service for the blind and physically handicapped in Montana becomes very real.

Over the past decade the Montana State Library for the Blind and Physically Handicapped has experienced a 53.1% increase in users and a 58% increase in book circulation. Usage will continue to increase for a number of reasons. Blindness is on the increase due to diabetes. A large percentage of the American population is older and aging. This trend is expected to continue and with aging often come visual difficulties. Additionally, as outreach efforts continue many users who currently qualify for the service but are not be served will be

LSCA funds will be the funding force that brings technology to blind and physically handicapped library consumers in Montana - technology that will allow conversion of braille into print or vice versa, technology that will convert automated data files into synthesized speech so that patrons will be able to visit a library and do research or any one of a myriad of tasks at a user friendly workstation.

Even with the provision of technologically advanced equipment for library users LSCA support for braille must continue. More and more emphasis on braille instruction by groups like the Braille Revival League assure its continued importance in literacy efforts for blind children.

In Montana the reality of great distance combined with sparse population make the service a very important part of the lives of blind and physically handicapped consumers. For these people the library service provided with LSCA funds is their link with the world, it's often their only source of information, as well as, their only means of entertainment and recreation. In Montana other options for service for these consumers are limited or nonexistent.

This federally funded library program has been successful in the past, continues to be successful today and is essential for the future. I encourage you to continue to support the Library Services and Construction Act. It is a program that works.

Mr. WILLIAMS. Let us conclude the witnesses on this panel with a hearing from Mr. Joe McDonald. Mr. McDonald is President of Salish Kootenai College.

Jolene, that's a tribally-controlled college which is just to our south here in an adjoining county and located in a community called Pablo.

Joe, it's nice to see you again. Please proceed.

Mr. MCDONALD. Well, thank you, Jolene and Pat, for taking the time to come out here and hear our testimony. I wish I would have known you were here, Jolene; I would have found more information on Washington. I do know a little bit about it, but I will talk about—but I am here to talk about the Title IV part of the LSCA.

The Title IV part provides a set-aside for tribes, and part of that set-aside is basic grants that each tribe can apply for, if they have a tribal public library.

Many tribes are working towards that with their respective tribal colleges or principal town and on the reservation or school.

The other part is a special grants program. It is a competitive grant program. In Montana, we have seven reservations, and all seven of these tribes are receiving the basic grant.

This year, the grant has amounted to $3,550, and it can be utilized for almost anything that you need to operate a library. It can go towards library salary, or it can be used for acquisitions, supplies and so forth. So the total received in Montana this year was $24,850.

In the special grants category, many of the tribes have taken advantage of that. The Chippewa Cree Tribe have a special grant of $56,000 that they are using to improve their collection. Their library is in conjunction with the tribal college there, and it is helping the tribal college in their agreement with the tribe to work towards accreditation of their college.

The Fort Belknap Tribe is receiving $86,000, and they are using that to renovate their library so that they can hold more.

Fort Peck Tribe has a grant of $80,000 to improve their library.

The Crow Tribe has a $20,000 grant, and they are using it to improve their collection on Native American studies on Crow affairs and so forth.

At our college, we were very lucky in that the first year of the five years ago that the special grants became available, we applied and received a $310,000 construction grant. With the matching money that was required and using our own people to do the work, we were able to build a beautiful library facility.

We followed up with another special grant the following year of $40,000, and we were able to put an electronic control system in the library like we have here to computerize the collection.

I don't know about the Washington tribes, but I do know of the Lumbi Tribe, which applied for accreditation, and they had a small library with just no place to put it. They have since received a special grant to improve and to expand that library with a lot of material. So, I imagine it is very good.

There are 160 tribes in the United States and Alaska that are receiving these basic grants. There are approximately 276 tribes eligible, and I don't know of when you talk about the Alaska villages and so forth, there is probably many more than that.

At SKC, the construction of the library entitled us to build a facility that houses a media center, and approximately 30,000 books. With the media center, we received a PBS signal, and we were able to broadcast the PBV throughout the Mission Valley.

Our librarian has been very active in assisting the local libraries, and we get materials from the Library of Congress. We have been helping distribute those materials throughout Montana for the other tribal libraries or the prison or the small libraries in western Montana.

I guess our librarians—tribal librarians got together about a month ago in Billings, and they have the following recommendations for reauthorization: Number one is not to discontinue the Library Construction Act, and certainly not to discontinue Title IV. The Department of Education has put forth that recommendation, too.

Title IV has just allowed for too much expansion of library services on the reservations, and without it, why, we just wouldn't be able to—many, many tribes would not have any library services at all.

They would like, also, that the tribes continue to deal directly with the U.S. Department of Education, as we do now, and not go through the state.

Finally, with the special project grants, they are single-year grants; and it really rushes you, if you have an expansion, to try to get it done within a single year. They would like a provision for multi-year special grants so that you could get part of the money one year and part of the money the next year.

Library services on reservations, contrary to what President Bush's advisors say, are not adequate. We do not have basic library services now. They need to continue to be expanded and improved, and so we need to have this continued.

So this concludes what I have to say about it, and I thank you very much for your time.

[The prepared statement of Joe McDonald follows:]

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TESTIMONY PRESENTED TO CONGRESSMAN
PAT WILLIAMS BY DR. JOE MCDONALD, PRESIDENT
OF SALISH KOOTENAI COLLEGE ON TITLE IV OF LSCA AT
KALISPELL, MONTANA, MARCH 31, 1989

Dear Congressman Williams,

It is very thoughtful of you and the committee to hold a hearing here in Western Montana on the effects of the Library Services Construction Act. I am here to discuss Title IV of the Act which provides a 1 1/2% set aside for the Nation's 276 federally recognized tribes. The purpose of the set aside is to provide the opportunity for each tribe to improve or implement library services for the people living on the respective reservations.

Title IV of the Act has impacted the tribes in Montana. This present fiscal year, each tribe has applied for the basic grant and received one. The grant is for $3550. The total received by the seven Montana tribes is $24,850. Nationally 160 tribes receive the basic grant. There are approximately 276 tribes eligible for the services

There is a special grant category of Title IV. It provides one year grants for unlimited amounts. The grant requires a 20% match by the applicant. The Confederated Salish and Kootenai Tribe was very fortunate and received a $310 thousand construction grant. This occurred five years ago during the first year of implementation of Title IV. Presently, the competition is much keener and the grant awards this past year ranged from $20,000 to $160,000.

The Salish and Kootena Tribe used the construction grant to build a new library media center. It is a building that provides 16,000 square feet of floor space. It houses approximately 30,000 books and media items. It has study areas for patrons, a television studio, television control room, classrooms, dark room, offices, and storage areas.

Other Montana tribes have received special grants also.Thus far the Chippewa Cree Tribe received a special grant for $56,000.

They are using the grant to increase the library collection. The Ft. Belknap Tribe has received a grant for $86,690 to do building renovation that will increase the physical size of the library. The Crow Tribe has a grant of $20,703 that it is using to increase the collection of Native American materials. The Ft. Peck Tribe received a grant of $80,000 to expand the physical size of its library.

Salish Kootenai College received a second special grant for $40,208. This grant was utilized to provide an electronic control system for the library. This system is the state of the art system in checking books both in and out. It also reminds patrons with a "beep" if they forget to check out and book and attempt to leave. The grant was also utilized to computerize the entire collection of the library. This enables patrons to do searches for material by using a computer rather than searching through card catalogues. It also enables the library to share the information with other libraries by way of the computer and telephone modem.

The provisions of Title IV of the Library Services and Construction Act has certainly impacted Tribes. Many were able to improve existing services and many more were able to begin offering library services. Prior to Title IV, the only library services available to tribal communities were a monthly or bi-monthly visit of the regional book mobile. This service provided recreational reading, but there was no opportunity for research.

The Confederated Salish and Kootenai Tribe work in cooperation with Salish Kootenai College in providing the Flathead Indian Reservation residents library services. The tribal public library is located at Pablo on the campus of Salish Kootenai College. The library is in close proximity to the tribal offices and right next door to the new tribal high school. The library is utilized by tribal natural resources department, the tribal legal department, the BIA, the local public schools. The library loans and borrows books through the inter-library loan system. The library is open 14 hours each week day.

The library building is named after D'Arcy McNickle, who is a noted scholar and writer and is a member of our tribe. The building houses a media center. The media center receives and distributes the PBS television programing for the Mission Valley. Future hopes of the PBS station is to offer a good signal to the entire reservation.

The library and media services that are provided out reservation residents would not be available if were not for Title IV of the Library Services Construction Act. I speak for

Indian people all over the Nation when I ask that you and your committee do what it can to preserve this important legislation. The librarians from the tribes in Montana got together this past month and have the following recommendations for improving Title IV:

1. Tribes need to continue to deal directly with the United States Department of Education.

2. There is a need to allow special grants to continue for more than one year. i.e. multi-year grants.

3. The tribes need more funding. The money available to help build basic library services for Indian reservations needs to be increased because the reservations still have long way to go to have a good basic system.

Thank you very much Pat for the opportunity to provide both oral and written testimony on Title IV of LSCA. It is really great that you are showing interest in this legislation. Please thank the other members of the Committee for me. I sincerely hope that Title IV is maintained and improved in future legislation.

Yours truly,

Joe McDonald

Dr. Joe McDonald Ed.D.
President

Mr. WILLIAMS. Thank you, Joe. Joe, do you know, do any states directly provide library money to tribally controlled libraries?

Mr. MCDONALD. Not that I know of. I don't know that.

Mr. WILLIAMS. What is the totality of funding for the library at the school? I mean, all of the money comes from where?

Mr. MCDONALD. We get the basic grant, the 3,550, and then in our basic college budget, we put in a certain amount of money. We get a lot of donations from the Library of Congress and also from donors.

The college provides the salary for the tribal librarian, and then we have an assistant librarian and a staff and the media center. I would guess probably our budget is a hundred thousand dollars.

Mr. WILLIAMS. Do you receive any direct tribal money?

Mr. MCDONALD. The tribe helped us with the match in constructing the building, and we manage the building for the tribe. They gave us that site without, you know, charging a lease, so forth, as long as we continue to keep it open and available to the tribe and to the public.

We keep the library open from 8:00 in the morning until 9:00 at night, five days a week; and it is open to all people, you know, in the service area on the reservation.

Mr. WILLIAMS. As you know, the Title IV requires that a set aside of a percent-and-a-half of the full appropriations of Titles I, II and III be provided for Native Americans. Given the reality of the funding of the Act now, is that adequate?

Mr. MCDONALD. Certainly tribes could use more than $3,550, but we certainly would not want to press for more of a set-aside, I would not think. At least I would speak for our tribe, and we would not want to do that.

Mr. WILLIAMS. Miss Owen, in Utah, I'm unclear. I know you described it some, but would you go over again for me how the tax base is used in Utah to fund the libraries?

Ms. OWEN. All right. Public libraries in Utah are almost exclusively funded by local governments. We have a small program of state aid for public libraries, but it is embryonic and just beginning.

We do have a considerable amount of state money in a bookmobile program. The bookmobile program is funded about 49 percent by local government funds, about 33 percent by the state, and about 19 percent by LSCA.

We are working over the next few years to bring about a parity between the state money and that program and state money going to public libraries. But in general, public libraries are dependent on local government.

Our larger public libraries are generally funded out of the certified tax rate that is dedicated for public library service. But even those that are funded out of local government general fund monies are very much affected by property taxes, because it is one of the two principal sources of revenue for local government.

Last November, there were two initiative petitions on our ballot that were in effect tax rollback initiatives. One affected property tax, the other capped general state revenue and expenditures.

Those propositions were very—well, I can't say they were narrowly defeated. It was about 60/40, but it was much too close for

comfort, because that election turned around in the very last two to three weeks.

If those initiatives had passed, because of their cumulative effect on local governments, we had major libraries in our state looking at budget cuts from 40 to 60 percent.

The mood of the state is certainly to support public services and education, but people are concerned about property taxes, as they are almost everywhere. And the fact that Utah's overall taxing capacity is so much less than the national average, and the fact that we have a very high dependency ratio means that the ordinary citizen does carry, not a crushing tax burden, but, I think, people justly feel that they are paying their share.

So my forecast, if I dare make one, would be that I don't think the revenue picture for libraries in the state of Utah is going to be particularly rosy in the years ahead. I don't foresee utter disasters, but certainly what libraries have experienced over the last few years is that local government revenues are not keeping up with inflation.

I could also comment on academic and school libraries, but I think probably your thrust is public libraries.

Mr. WILLIAMS. Well, why don't you share with us concerns you might have about academic and school libraries, as well?

Ms. OWEN. Academic and school libraries in our state are going through a period of severe stress, again because property-tax revenue is important for local school districts, and because state funding, as the weight-of-people unit, which is the primary basis for state funding, has been strained to the limit to keep up with the growth in new students entering the school system each year.

The net effect is that most large school districts and many small ones have had to make real sacrifices. Class sizes are already large; they are getting larger. Districts are strapped for capital development funds to build any schools to take care of close children. One of the unfortunate consequences is that over the last five years, we have seen a drastic decline in the number of professional school library media coordinators.

The state's largest district, with something close to 90 elementary schools, has only two professional school librarians to supervise library services in those 90 schools. The rest are aides. As you might expect, what is happening is the personnel edge collection budgets are almost nonexistent. Our school libraries are in a state of crisis right now.

Academic libraries have their troubles, too. Our budgets—or their budgets have not kept up with their peer institutions in other states, and this is in a time when a cost of monographs and serials, especially, are skyrocketing. So our libraries—we're behind to begin with; they are falling further behind.

Our State Legislature a year ago funded a major study of academic library services and facilities. The study made some very pointed recommendations. Every single one of the libraries at the state's publicly-funded institutions needs either a major remodeling project or a new building. The study also pointed out that their operating budgets are grossly inadequate, so the state has some real challenges ahead there.

Mr. WILLIAMS. You see some of our Montana friends behind you shaking their head, knowingly. They thought you were talking about Montana.

Ms. OWEN. I think our problems are very much the same.

Mr. WILLIAMS. It is interesting that, as Jolene knows, as we hear testimony in the Congress, we find that particularly among natural-resource states, there is a great sharing of difficulty. The interesting thing is that each state believes they are in it alone.

Ms. OWEN. It just feels that way.

Mr. WILLIAMS. It has become almost a phenomenon in America that we have come to believe that the two-and-a-half dozen states that have the kind of difficulties you talk about all occasioned by economic problems, I suppose, tax-base problems, those two-and-a-half dozen states believe that they are in it alone; and it is morning in America in all the other states. That is a recent phenomenon in the United States.

Do you recall it before, any of you? I don't, yet we see it all the time now. So I wanted you to know that there is a knowing crowd behind you that understands precisely what you are describing.

Ms. OWEN. Good.

Mr. WILLIAMS. Mrs. Honka, you mentioned one difficulty that you have that could be resolved, and that is this matter of having to get into a book to some degree before you know whether or not you really want to read it. I would be interested to know if there are other—though we may not be able to solve these problems through legislation, but we might be able to help in some way or other. Are there other kinds of unique, what shall I call them, access problems, that our blind citizens face with regard to using libraries and reading that the rest of us are simply unaware of?

Mrs. HONKA. There could very well be, and each one of us—now, I happen to be—there are so many stages of blindness. I happen to be totally blind. Okay. Somebody who has low vision, so to speak, can read some of the things—and I am assuming, not knowing, never having pursued this, but I am assuming that these little cards that are on the inside—perhaps on this point Mr. Miller, I am sure, will be able to answer that, for those who are considered low vision.

For me, it's not that big a deal. I can handle it, because the money, the money that is necessary to do this—and actually, I have, upon occasion, taken and written Braille on just—and I know I am tampering with federal property.

Mr. WILLIAMS. And we wish you would stop.

Mrs. HONKA. I happen to be now a widow, and so my eyes that I depended upon were taken through somebody else's choice, not mine. But my husband passed away 13 years ago, and through growth—my five children are now between 21 and 34, so it is really necessary for me to call on a neighbor or something.

But generally, I open the book and do listen to it, you know, to find out what it is. But there are—I don't know how many—and this is one of the things I should like to have pursued, but I haven't. Mr. Miller may have this information. How many are totally blind, because there are, as I said, so many stages of blindness?

But I am worried that with the increase and the lack of reading Braille with some of these young people, that there is going to be a growing need. I see the growing need already.

I am, as you see—one important statistic I missed, for pity's sake, because I am a one-finger Brailler, is that the LSCA funds support 86 percent of our state library needs. That's a lot. And, you know, I don't want anything cut; I just don't. And if they are, the whole Montana Association for the Blind will rise up and support you in hoping that you will come through.

Mr. WILLIAMS. Tell me this: How do you and other people who are totally blind determine what resources are available? Do you, for example, know what books are available to you in the library?

Mrs. HONKA. I have the privilege, of course, of picking up the phone and calling the state library. But also, there comes out in print and on records, talking book topics. And I can call up—there are, at the moment, a few books behind on requests that I have wanted to have read onto tape for me. But I just pick up the phone and call.

I know there's a Watts line, and many people do call to find out. Some have the privilege of reading this catalog or have a reader that will read to them and mark it. We do have—you know, a lot of the times, the gals will send us things that, perhaps, we're not as interested in, but they do try their best to supply and meet our needs.

Mr. WILLIAMS. Our committee has not had testimony presented to us that is in Braille, so we would appreciate it if you would——

Mrs. HONKA. I will gladly leave these cards.

Mr. WILLIAMS. Thank you.

Mrs. HONKA. This, as I said, is a one-finger Braille reader, and my shorthand. I know we all have shorthand, and this is my shorthand. But I'll gladly leave my cards.

Mr. WILLIAMS. Jolene?

Mrs. UNSOELD. I hope you continue to deface the public property. I think that is part of the western spirit; you do this.

Mr. WILLIAMS. Don't encourage her.

Mrs. UNSOELD. But I also wanted to express my appreciation of an attitude that's been shown over and over again this morning, is that people are—you are not asking for something to be taken away someplace else in order to increase, but you're asking for equity, and you're asking for your turn to come along periodically.

That spirit of cooperation also goes with the west. I think it's great. At least I associate it with the west.

Mr. WILLIAMS. Thank you. Well, our thanks to this panel. You have been very helpful, and we appreciate your attendance and your good counsel here today.

If one of the staff will pick up those one-finger Braille cards here——

Mrs. HONKA. I should have put print under them.

Mrs. UNSOELD. Thank you very much.

Mr. WILLIAMS. One of the witnesses on our final panel apparently had a long way to come, and I think—by car, and probably ran into some difficulty, hopefully not serious, but I notice isn't with us.

However, the State Librarian Richard Miller has agreed to come and be our final witness today. Richard, if you will come forward.

Mr. MILLER. I was on coffee duty there.

Mr. WILLIAMS. I understand. I want to encourage you to do what you can to prevent Mrs. Honka from this continued defacing——

Mr. MILLER. I don't think there is anything I can do to prevent it.

Mr. WILLIAMS. I sense that. Well, thank you for being with us. Again, as I did some time ago, I want to welcome you to Montana. We are delighted you are here and that you are in the position.

As our State Librarian, you came to us highly recommended and regarded, and we have learned that those recommendations and that high regard was well placed. We appreciate your attendance here today.

Mrs. UNSOELD. From?

Mr. MILLER. Missouri. I am originally from Pennsylvania. I keep moving west, escaping the creditors.

## STATEMENT OF RICHARD MILLER, MONTANA STATE LIBRARIAN

Mr. MILLER. Chairman Williams, Representative Unsoeld, thank you very much for inviting me. For the record, my name is Richard Miller. I am the Montana State Librarian. All of Montana's libraries benefit from the presence of LSCA funding, whether they receive grants directly or not.

Although I will not have time to cover all the points in my written testimony, which I am sure you have, I will touch briefly on the following point. How's that?

These are the following points I would like to touch on briefly: The strengths of the current Library Services and Construction Act; reauthorization of LSCA; possible technical amendments to LSCA, and the preservation issue.

First, the strengths of the current Library Services and Construction Act. I think one of the real strengths of LSCA is that it is state-administered, with the needs determined on the state level. I think that is very important. Now, what happens with the way this is arranged is that because it is divided into specific titles and because the federal government sets some priorities, there is a balance there. I think it is a good balance, actually.

I think that balance between federal and state levels is a good idea. However, I would call for the flexibility that several other people have called for, as well, to reflect the distinct needs of each state.

I think you have heard a strong case made today by the people offering testimony to reauthorize LSCA. I think, and agree along with Amy Owen, that this needs to be done as quickly as possible to avoid disruption of vital library information services.

I think this reauthorization can be accomplished with just technical amendments, rather than massive rewrites of the Act. We hope it will not be caught up in some extensive budget battle, but I know that you can't guarantee that, nor can we hope for that too much, I guess.

Here are some possible technical amendments, and I think this will answer some of the questions, Representative Williams, that

you asked earlier. I think there is a need to increase coordination between federal and state only grants made directly from the federal government to local recipients. I am not talking about Title IV, but I am talking about Title IV, the literacy grants, for example.

I think this will improve statewide coordination and planning. Right now, the Title A Title IV grants literally come directly from the federal level to the local library. By the regulations, they are to check with the agency and see if it is in keeping with the long-range plan which is required at the state level.

However, since both Title I monies and Title IV monies go in there, it would seem to make sense, and it would seem to get more bang for the buck, if you could coordinate these better.

We think that there should be a greater flexibility in the maintenance of effort clauses or provisions in the law. Some of you who are familiar with the law know that there are certain maintenance of effort provisions in institutional libraries.

For example, you need to match what the amount of money was that second year prior to the current year. Sometimes those priorities change, and you tend, and I think—I have heard this from other state librarians—I think that there is a definite decision made on the part of some state library agency directors not to put a certain amount of funds in, for example, to institutional library work, because they will be stuck with that to the end of time. I think that is unfortunate.

I started out as an institutional consultant in the Missouri library, and I didn't like that particularly, but as I saw and heard other state librarians throughout the country, I could understand why they were taking that perspective.

I think there should be a pro rata reduction in the section of the law called the Major Urban Resource Library. Now, we don't use MURL in Montana, because we don't have cities over a hundred thousand. But I have seen in Missouri, and I have heard this from other state librarians, as well, that you can get locked into MURL, as well.

If there are appropriations that fall short, there are not provisions, as there are under some of the other aspects of the bill, for a pro rata reduction to reflect that. In essence, you have locked yourself in again to a certain amount of money to go to certain urban libraries.

I think there needs to be greater flexibility in the Title I monies in what we call multi-type library networks in our state. Multi-type library networks, though we have not quite gotten to that point yet in Montana, but basically they consist of networks of different types of libraries.

There are real problems with the U.S. Department of Education on the use of Title I funds which are meant for public libraries when they are used in multi-type library networks which incorporate and have members that are not just public libraries.

There's a real problem with that, and we think, perhaps, there needs to be more. If the benefit accrues, the public library may pay for it. That needs to be held, because I think you could pull too much money away from that.

This last idea, I think you will hear those repeated by other chiefs at the hearing on April 11th in Washington, DC. This idea is not an idea that has really been tested, but it is another idea that at least I have and I would like you to consider it as a possibility. I think we need to look at changing the formula for Title III, which is important for inter-library cooperation and so forth to take into account the type of geographic isolation and the massive expanses of territory that you have in a state like Montana.

This is my testimony, and perhaps you have it right there. There's a map showing a map of the country which superimposes Montana and other states farther east. Now, I am from Pennsylvania originally, and I think easterners—I am sorry there is not one up here in the panel—I think easterners have a geographic ignorance that is appalling; and I have to admit that I was both.

If you take the northwest corner of Montana and set it on Chicago, the eastern border will touch Washington, DC. I think there are few easterners who perhaps understand the expanse of the territory we are dealing with. Geographic isolation, populations sparsely spread around, and the distances do not decrease and really have nothing to do with the population size. The telecommunications costs can kill you, no matter how many people you have or how few people you have.

Title III is based on kind of a base grant, plus then a population driven aspect of the formula. I would like to see us take into account, perhaps—if it's a square mile or whatever it is—I would like to see us build another aspect into that formula. And I don't say that just from the Montana perspective, although I am beginning to understand just how large this state is.

The preservation issue is another important one. I think all of the library community would like to thank the chairman of this committee in dealing with the brittle books issue. It really is a quite difficult issue for libraries around the country. I think that perhaps there could be a technical amendment to Title III under Resource Sharing, perhaps a Title III(B), that would allow for the state legislature to work with other entities such as historical societies and archives and so forth to plan statewide solutions to preservation problems.

I don't think that perhaps in Montana we have a preservation problem that might be the same as in some other states, but certainly I think that there are issues to be taken into account. There is training that could be provided by the State Library Agency, in conjunction with these folks, to help other people to understand how to keep that capital investment that they have in their collections and to keep those collections up.

If we could move toward the permanent paper and get those materials that really need to be on permanent paper on permanent paper, that is what will solve the problem in the long run, which I think has been recognized by our Joint House Resolution that you sponsored.

It amazes me that at a time when our country is facing a really tough battle to compete economically in the world, that there are those who would take away the very tools which would allow our society to be competitive. Libraries must be a part of every citizen's tool box. They must be.

Years ago, the great library benefactor, Andrew Carnegie, said, quote, "It was from my own early experience that I decided there was no use to which money could be applied so productive of good to boys and girls who have good within them and ability and ambition to develop it, as the founding of a public library."

Libraries, even before the U.S. Army coined the phrase, were saying to people, "Be all that you can be." We hope you carry these messages with you that you have heard today back to our Members of Congress, and that a prompt reauthorization of the Library Services and Construction Act will take place.

Thank you very much for your time and consideration today.

[The prepared statement of Richard Miller follows:]

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LIBRARY SERVICES AND CONSTRUCTION ACT OVERSIGHT HEARING
Kalispell, Montana - March 31, 1989
Testimony Submitted by Richard Miller

Background

Mr. Chairman and members of the subcommittee, thank you for the opportunity to testify before you today to share my views concerning the reauthorization of the Library Services and Construction Act. My name is Richard Miller. I am State Librarian of Montana. As I begin my testimony, I need to offer a bit of background in order to present a context for my remarks.

I began as Montana State Librarian on January 4 of this year. Because the State Legislature has been in session since my arrival, I have had little opportunity to get to know the people of Montana and their library needs. However, I believe my remarks will still be useful to you for two reasons:

1. My experience with LSCA funding in my former work experience for fourteen years in Missouri.
2. My observations of how LSCA might be used in Montana, albeit consisting of rather preliminary ideas.

LSCA: A State-Administered Program

One valuable aspect of the Library Services and Construction Act as it now is, is that it is state-administered. It represents a sensible balance between federal priorities and state needs. By having priorities established on the federal level, and by having needs determined on the state level, a balanced approach emerges which allows a healthy flexibility to the program.

Another valuable aspect of LSCA is its division into distinct titles: Title I for public and institutional library services and services to the blind and physically handicapped; Title III for resource sharing and library cooperation; and Title IV for Native American library services. We saw how school library services were "lost in the shuffle" when ESEA, the Elementary and Secondary Education Act, folded

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specific titled funding for school libraries and media centers into a catch-all block grant. School libraries were forced to fight for funds, along with, for example, physical education programs.

I need to add here, however, that there could be greater coordination between the federal and state levels related to federal library grants made directly to recipients:

- Title VI literacy grants
- Title V foreign language acquisition grants (which have never been funded)
- and HEA Title II-D grants, academic library technology grants, as they relate to LSCA Title III activities.

By designing a grant notification process which allows the state librarian to comment on grant applications, there will be greater consistency with the overall state plan for library improvement required under LSCA. This change is simply a technical amendment which would strengthen state-level planning and coordination and provide greater "bang for the buck".

Need for Reauthorization

You have heard from a number of people today, from Montana and other states as well. All of them have stressed the continuing importance of the Library Services and Construction Act in their states. Some statements have been made by others not in this room that the goals of LSCA have been achieved and that it is time to move on to other areas. My observations agree with those testifying here today, that there is still much to accomplish. I have observed no state in which all citizens have equal access to adequate library and information services. LSCA is not in the enviable (or unenviable) position of being federal legislation which dictates local need. Rather it is legislation which recognizes and reflects local needs and attempts to respond to them.

It is amazing to me, at a time when we find ourselves in tough world-wide economic competition, that there are those who would deny the very tools which would allow our society to be competitive. Our citizens need access to information, and to the means of getting that information. Libraries must be part of each citizen's toolbox. We are very close in our society to once again becoming a nation of the "haves" and the "have nots". But in this case I am talking about what Professor Tom Childers years ago called the "information poor". Technology, and through it, ready access to information, can so easily be concentrated in the hands of the few, to the potential detriment of the many. Libraries -- public, academic, school and special -- are the means of preventing this.

Some years ago the phrase, "Information is Power", was quite popular. I couldn't help but think of that when I worked in a library which was part of another non-library department. The staff at the departmental level seemed hell-bent on holding on to every bit of information it gathered, thereby consolidating its "power". In the meantime, we in the library were shoveling our information out the door as quickly as we gathered it. What a dichotomy!

Through the Library Services and Construction Act, you members of Congress are allowing us to keep the flow of information going out to the citizens. And isn't that truly what a democracy should be doing?

LSCA needs to be reauthorized, with some technical amendments, and perhaps with some additional language related to preservation, and as soon as possible. LSCA makes possible so many vital information services. It cannot be allowed to languish in a budget battle while essential services and projects are disrupted. Quick reauthorization of LSCA has been endorsed by both the American Library Association, and by the Chief Officers of the State Library Agencies (COSLA) (See Attachments 1 and 2).

Technical Amendments

The following are possible technical amendments to LSCA in addition to the one mentioned above:

- Maintenance of Effort - review and revise periodically in light of changing state needs
- Major Urban Resource Libraries (MURL) - allow prorata expenditure reduction if appropriations are reduced
- Title I funds for multitypes - allow greater flexibility in use of Title I funds by networks which have both public library members and other types of libraries, provided benefit accrues to public library patrons.

These technical amendments have been recommended by the Legislative Committee of COSLA.

In addition to these, I would like to propose a technical amendment specific to Montana's needs, and perhaps applicable to other states as well. This recommendation relates to Title III, resource sharing and interlibrary cooperation. Montana is a massive state, something I am just now beginning to realize. Attachment 3 of my written testimony shows the outline of Montana superimposed over several states closer to the east. (I've brought some additional copies). Note that if Montana's northwest corner were placed over Chicago, its eastern border would reach Washington, DC, and would cover all of West Virginia, nearly all of Indiana and Ohio, and large portions of

Kentucky, Pennsylvania, Virginia, and Maryland. Coming from Pennsylvania originally, this was a good exercise to shake up my "eastern mentality" and geographic ignorance of the west.

The technical amendment in response to this geographic expanse has to do with the need to perhaps change the formula for distribution of Title III. After a base grant of $40,000 to each state, an additional amount based on population size is allocated. Montana has not had significant population increases in this decade. But the costs of cooperative efforts -- primarily through various means of telecommunications -- continue to rise, and the miles don't get any shorter. What I would like to see is some recognition of square mileage built into the formula as well as recognition of the telecommunication costs involved in spanning such distances and allowing communication among often-isolated population centers.

Preservation

Whether provisions for preservation activities under LSCA are viewed as technical amendments or as a new section, it is important that such provisions be in the law. All of us in the library community wish to thank you, Mr. Chairman, for taking a national leadership role on this issue through the introduction of House Joint Resolution 226 to establish a national policy on permanent papers in order to address the "brittle books".

COSLA has suggested that such legislation could be part of Title III, that is, Title III-B under which the state library agencies would work cooperatively with other entities such as libraries, historical societies, archives, and scholarly organizations in planning statewide solutions to the preservation problem. Such activities could encompass planning, training and education, and the development of coordinated services and programs such as emergency response systems.

Title II -- Public Library Construction

Today you have heard testimony on the various titles of LSCA. I'd like to add just a few comments on Title II. The American Library Association's Washington office has indicated that LSCA provides only 6c of every $1.00 spent on public library construction in this country. Yet this small amount manages to "leverage" an incredible amount of local money for construction and has resulted in providing the impetus for new public library buildings where none would otherwise have been built. There are even instances where public libraries have been built although federal LSCA funds were not received, apparently because the rigorous planning involved in requesting a Title II grant generated enough local interest to move ahead with the project anyway.

While there are a few states such as Georgia which contribute a significant amount of state funds to such construction, most states do nothing. Apparently they do not recognize that libraries are as much a part of their infrastructure as are their state road systems. Libraries serve as the citizens' "highway to information".

Closing

I'd like to close with a few thoughts on LSCA and on the responsibility that you carry as members of Congress. You have the admiration of the entire library community for recognizing the importance of libraries to an enlightened citizenry and to our economic well-being and for sustaining a federal role in support of libraries. You did this in the face of eight straight years of no recommended funding from the administration. We applaud your tenacity and your ability to see the long-term contribution of libraries to our democratic way of life.

Andrew Carnegie, the great benefactor of libraries, once said:

> "It was from my own early experience that I decided there was no use to which money could be applied so productive of good to boys and girls who have good within them and ability and ambition to develop it, as the founding of a public library."

Libraries, even before the Army coined the phrase, were places which said to people -- to all people -- "Be all that you can be!"

We hope you carry the messages you have heard today back to Washington, and that you urge Congress to move toward a prompt reauthorization of the Library Services and Construction Act.

Thank you for your time and consideration today.

Attachment 1

## RESOLUTION ON REAUTHORIZATION OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

WHEREAS, The Library Services and Construction Act (LSCA) benefits, directly or indirectly, more than 15,000 public libraries in the United States through improved, expanded, and new programs and services, and the construction, remodeling, and renovation of public library buildings; and

WHEREAS, Schools, colleges and universities, and other institutions and organizations are also recipients through cooperative library networking services and shared resources with public libraries; and

WHEREAS, LSCA-stimulated cooperative services are reaching out to the unserved and underserved, minorities and ethnics, aliterates and illiterates, the physically handicapped, the institutionalized, the disadvantaged, the elderly, those needing materials in various languages, and Native Americans; and

WHEREAS, Prompt reauthorization is required in the first session of the 101st Congress before the LSCA expiration date of September 30, 1989; and

WHEREAS, A second White House Conference on Library and Information Services has been authorized for convening by September 30, 1991, providing a natural focus for long-term, nationwide review of federal library legislation; now, therefore, be it

RESOLVED, That the Library Services and Construction Act be reauthorized as currently focused, with such improvements or technical amendments as are needed to meet urgent needs or improve the efficient working of the Act; and, be it further

RESOLVED, That any extensive changes in the focus of the Library Services and Construction Act be predicated on library community consensus of user need and consensus recommendations of the second White House Conference on Library and Information Services; and, be it further

RESOLVED, That the American Library Association pledge its support and assistance to the appropriate congressional committees in achieving a timely and effective reauthorization of the Library Services and Construction Act.

Adopted by the Council of the
American Library Association
Washington, D. C.
January 11, 1988
(Council Document #34)

Attachment 7

COSLA CHIEF OFFICERS OF STATE LIBRARY AGENCIES

Statement on the Federal Library Services and Construction Act

Adopted by the

Chief Officers of State Library Agencies Reauthorization

March 20, 1989

The Chief Officers of State Library Agencies urge prompt reauthorization of the Federal Library Services and Construction Act (LSCA) so that essential statewide and local library services programs, benefitting millions of Americans, can continue without disruption. The Chief Officers, the State officials who administer the LSCA programs which strengthen public library services, improve library facilities and stimulate resource sharing and use of information technologies among all types of libraries, support a five year reauthorization. Members of Congress recognize the strength and vitality of the LSCA by suggesting amendments that emphasize new national priorities. As Congress considers reauthorization, the Chief Officers recommend that

- The state and federal partnership, characterized in LSCA by the development of state long range programs, matching funds, and maintenance of effort, be retained;
- The broad scope of LSCA Title I, allowing each state to address varying needs for strengthened and improved library services, be retained;
- Consideration be given to a nationwide response through LSCA to need in each state for a coordinated program for preservation of endangered library and information resources;
- And minor technical amendments be adopted to clarify existing provisions of the act.

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Attachment 1

Mr. WILLIAMS. Thank you, Richard.

I assume that your testimony reflects any comments that you may have received from time to time both here in Montana and elsewhere from local librarians who pass along to you their recommendations for changes in the Act. If not, are there any recommendations that have come to you since you have been in Montana or earlier in Pennsylvania or Missouri that have come from local folks and you might want to pass on to us?

Mr. MILLER. I think one of the things that I have heard pretty consistently in those states is that there seems to be a lot of red tape to receive this money. I am not sure that is necessarily bad. Somebody told me—I am not sure exactly who it was I was speaking to, but somebody told me in relation to Title II, which is Public Library Construction, that the amount of detail that is required in order to qualify for those funds is almost staggering.

But, in essence, I think that what it does is that it not only indicates a commitment on the part of the local library and community to go ahead with the build-up program, but also it relates in the building program even when they don't receive the money, because they have done so much planning, and they have been so careful, and they have stirred up so much interest in the community that it helps, yes.

We talked about leverage earlier. I believe the American Library Association in Washington said that of the public library construction that goes on in this country, LSCA Title II provides only six cents on every dollar. Yet it leverages an incredible amount of money locally.

So I think that the impression I am giving you is that people gripe about the federal paperwork, the state paperwork and so forth, but I am not sure that given the fact that you have to justify the continuation of this, if you wish to, in Washington, I am not sure that you can get away from that too much.

Mr. WILLIAMS. Let me, if I may, ask if Ms. Owen and Ms. Lomax will come back to the hearing table again.

Richard, if you will give the microphone to Georgia.

Richard has raised an issue, which I thought might be raised earlier, and it is one that we hear at almost every hearing on any subject, and that is, well, there's too much red tape. There's just too much bureaucracy.

You mentioned earlier that when you leave here, you are going to go to work filling out a grant application. Is there too much red tape? And you have Richard's permission, he says, to disagree with him, which I knew you were waiting for.

Ms. LOMAX. I don't want to get myself in too big amount of trouble here today. Filling out the grants are a lot of work. Usually, filling out our literacy grant took me at least two full weeks, 40 hours a week, plus taking it home and that.

It's a lot of time involved. Like Richard said, I spend a lot of time talking to people, getting people to support, finding out what they needed, making contacts. Basically, a lot of what I was doing was setting up the groundwork and getting the program started.

Luckily, we got the money. Otherwise, we had all these people ready to roll as soon as we got it, and they would have gone, you know, "Thanks a lot."

It is very time consuming. A lot of it seems repetitive, I guess. They ask the same questions over and over. You have to—when that big booklet comes from the federal government and you start looking at the criteria, and you see the same questions over and over again in different sections, you kind of wonder what is going on.

Myself, personally, if I was reading those grants, I would like it to be awfully short. Once it gets to 20 pages, I kind of lose interest, especially when we're saying the same thing again and again.

I think it could be reduced. I think a lot of it is necessary. You know, this is tax money we are using. We want to make sure that it is going to a project that has really been thought through, that's going to happen, that's going to do what it proposes.

But, again, I think we could cut out a few little bits here and there, at least. Like Richard said, it is really wonderful to get things rolling before that money comes in, and to make sure everyone's behind it. Really, but the time that grant goes in, we've got our time line, we know what steps to take. When we get our notification letter, we are off and started, but the typewriter smokes for a while.

Mr. WILLIAMS. Ms. Owen, do you hear this concern about the length of time to complete federal or perhaps in the instance of Utah State, applications from your librarians?

Ms. OWEN. Yes, we do. I think our concerns come on two levels. As a state librarian, we have our own set of paperwork and financing records that we must keep to satisfy the Department of Education and to be prepared when the auditor knocks on the door, so to speak. I know there are times the staff would like to tear their hair out, or mine, or someone's over that process. Yet I recognize that there is a fine line there.

We do need to be accountable for the money we spend. We do need to be prepared. We try to keep our application process as simple as possible for the local libraries. With Title II, that just is not possible. Anyone who gets a Title II grant better be prepared to do some hard work.

We do have a separate category in Title II called Mini-Grants. The maximum of the total project is $2,000, and we specifically earmark that level, because it's under the Davis-Bacon requirements, and it allows small libraries in particular to undertake very small remodeling projects for energy-efficient handicapped access for using technology, all allowable purposes. And it, in effect, places them in a separate pool so that they don't have to compete with larger, more glamorous projects.

Certainly, the paperwork is less burdensome for those. But I must tell you that a recurring debate in our LSCA revisory council that says we review grant applications, is how do you weight out an application from a library that is experienced in grantmanship, that knows how to say everything just so, people who can flash off goals and objectives in their sleep, to a very small one-person library where the librarian does not have a formal education or training, is inexperienced, but nevertheless has a good idea and knows what they want to do?

They just don't know how to convince an advisory council of that. Our state library staff tries to work with those libraries and help them, but it's a continuing problem.

I think in the best of all possible worlds, the grant application should do what Rich and Georgia have suggested, and that is to encourage libraries to do their homework and to be prepared, so that when they all of a sudden do get the good news that they have a grant, that they are not left floundering and wondering, oh, now what do I do?

On the other hand, we always have more grants than we can fund. I'm thinking particularly of a small library in our state this last year that really did do some homework locally on a literacy project, working with other groups within the community.

They had dozens of letters of support, but they had not articulated their project clearly enough; and our advisory council was not satisfied as to whether or not this particular library knew the differences between a literacy program and adult basic education. As a result, that project didn't get funded, and that community was real sad. You know, there is always disappointment in this kind of a process, and it is a very fine balance.

Mr. WILLIAMS. I don't think I am hearing anything different from any of you; but, Richard, do you care to comment on what you have heard?

Mr. MILLER. Yes, a little bit, thank you. Given the opportunity to speak into a microphone, I will never pass it by.

Mr. WILLIAMS. You are not considering running for an office, are you?

Mr. MILLER. Not at the moment. I have got my hands full at the moment.

One of the things that is kind of an interesting little sidelight here is that some years ago I attended an LSCA oversight hearing in Kansas City, Missouri. I don't know how many years ago it was. It seems like ages ago. But someone drew a parallel which I thought was kind of interesting. Their reason was treacherous at best.

But in this particular analogy, they drew a parallel between the highway system in our country and libraries. They said, you know, the federal level has certain responsibilities for the interstate systems, and the states have certain responsibility for the state roads, and the locals, the counties and cities, have responsibility for the local roads.

They were drawing a parallel with this and saying, well, all of us have a responsibility like that with libraries, as well. They were trying to make the point that the feds have their responsibility, and the state and the local and so forth.

I think that maybe that analogy can work to a certain degree. I think that the thing I find a bit disturbing in some states, I won't clarify which states these are, but is that the federal level, I think, has and continues to hold up its part of the bargain through LSCA.

I think the states have fallen abysmally, and the local people really have the burden of responsibility on their shoulders, whether you talk about maintenance of collections or buildings, or just running the libraries themselves. I think the state is sort of the hole in the middle.

I would submit to you that this doesn't mean that the federal government should say, well, wait a minute, why should we put our money in here and the state is not contributing to it? But I would submit to you that the state—a state like Georgia, for example, puts a pretty good amount of money into public library construction.

When I think there was a man named Governor Carter there, they started that whole process. That is probably a model for our country. Our state puts nothing into public construction. Without LSCA or Title II, it is local funds, or that is it, no leveraging, no nothing.

So I think that you folks in Washington have a heavier responsibility, but I think, personally, and you have carried it very well. I hope you will continue to carry it, because in some ways, in cases as when Phyllis Honka pointed out, when we have got 86 percent for the blind and handicapped, personally, I feel that is appalling. But without the federal money, we would not have that service. So we need to work on our end. I think we need to do a better job at the state level, I think.

Mr. WILLIAMS. With regard to the matter of duplicative questions on applications and the entire application process, that is from the federal government, I want to visit with Jolene and other members of the committee about the possibility of a matter that I had not thought about until you raised this issue here in this final panel; and that is, having a hearing in which we ask the library people to come up to Capitol Hill and explain to us, in some detail, why the current process is necessary.

It is not, you understand, our process. That's a separate branch of government. And by the way, the Supreme Court has told us to keep our hands off of it. For some reason, the Congress gets blamed for the bureaucracy and the red tape. That is the executive branch of government.

We have our own bureaucracy, but you don't see much of that. The one you see comes on April the 15th and when you make applications to the libraries fund and all of that. But we do have oversight responsibility over those application and granting processes.

I think it might be very worthwhile for us to explore that to be sure that the questions that are being asked and the hoops that you are being required to move through continually are indeed necessary in order to continue what the taxpayer insists we do continue and that is accountability.

The taxpayer does want to know what we are doing with that money. And so we have to ask you what are you going to do with it? And then after you get it, what did you do with it? We do need to maintain that accountability, it seems to me; but sometimes it has been overdone.

I do think President Reagan moved, and then Vice-President Bush moved dramatically to try to cut through and eliminate unnecessary burdens in those processes.

Mrs. UNSOELD. Pat, I will follow up on that.

Mr. WILLIAMS. I apologize. I did not know until just previous to the last speaker that you were not hearing well.

Mrs. UNSOELD. Because when Georgia was talking about that, I wondered whether the forms were perhaps different, each written by a different person. There were some common questions that should sort of apply to all of them, but they ended up in each of the sections. Can you tell from the forms whether that might be the case?

Ms. LOMAX. I don't think so. I don't know if you have seen the packets that they send out and the mailman drags them, and then he groans as he drops them on your desk. There is usually one or two pages where it lists all the criteria that you need to address.

It is like you cover every point, and they are just repeated over and over. Perhaps they are done by different groups or people. In that case, whoever puts them together and types them up all together must never mention back to them, well, I have seen this question before.

Mrs. UNSOELD. I think you have got a good idea, that it would be worth looking at, because it seems like so often in everything with government, every time somebody asks for more accountability, it means a lot more paper without necessarily achieving that objective. We need to resist it wherever it really is not performing the function that somebody wanted.

Mr. WILLIAMS. Richard, I appreciate your having mentioned our efforts on the preservation of the materials, books, the brittle books problem as it is known in the country.

I had, in going through some Montana libraries and talking with folks, began a few years ago to be aware of the problem, but not of the magnitude of the problem. I didn't really understand that until I went to New York to visit Vartan Gregorian, the former head of the New York Public Library, and he took me through the library and told me their brittle books problem and described it in some detail nationally.

What is happening, folks, is that America is literally watching the treasurer of our own history and information base dissolve before our eyes. Early books printed on acidic paper are crumbling. We are losing them. Some of them are one-of-a-kind. When they are gone, that is the end of that memory.

So we are trying to move with some haste and funds, trying to move fairly dramatically to begin to stem the tide of the lost knowledge base, which is a very unique and difficult problem facing the United States.

Although it is not as great a problem in small libraries, particularly in states such as Jolene's and mine, which are only a hundred years old this year, together, it is a greater problem in states that are considerably older than that and who house much of America's early written history.

Finally, Richard, I was interested in your discussion and reference to the importance of books and information in libraries as an important tool at America's tool box. You know, you all are correct, it seems to me, that as a public, we have and share a visceral understanding of the importance of books in our society and to our own personal lives.

But understanding it, and then contributing to enhance that knowledge, to enhance access to that information, is two different things. As Americans, we have not done a good enough job in our

willingness, often through our elected officials, as reflected by our elected officials, to make the public contribution, financial and otherwise, necessary to be sure that those tools in America's tool box are new and shiny and as useful and innovative as they can possibly be so that we can continue to get the job done as one of, if not the world's leader.

We have heard a lot during the past couple of years about competitiveness in America. It has always seemed to me that there are two marketplaces. There is a marketplace of goods, which we have spent an inordinate amount of time talking about this decade, and we are not competing as well as we used to in that international marketplace.

Then there is another marketplace that we have not heard much about during this decade, which is the marketplace of ideas. Until a nation leads in the latter, it cannot lead in the former. Until a nation is first in its schools, it seems to me, and first in its libraries, and first in its public recognition of the importance of those places as the genesis of ideas, we will fall behind as a marketplace of goods.

America has always—almost always in our history been held in abeyance by the rest of the world, not only because of the splendor or because of the glitter of our wealth, but because of the splendor of our ideas and ideals. This place that we are having this hearing in is an important place if we are going to continue to be a world leader, if Kalispell is going to continue, and Flathead County, Marion, and all the rest are going to continue to be splendid places.

I think that Montanans, folks from Utah, folks from Washington understand that. That is why we came west, to begin the reauthorization efforts on what is a very important Act.

So, it's important business, I think, that you are about every day, important business we are about here this morning, and Jolene and I are very pleased to have been here and be about it with you.

Jolene, you have any closing thoughts?

Mrs. UNSOELD. After you said it so eloquently, I wouldn't dare.

Mr. WILLIAMS. Well, you are all very kind, and we appreciate you being here. This hearing is adjourned.

[Whereupon, at 10:30 a.m., the subcommittee hearing was adjourned.]

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